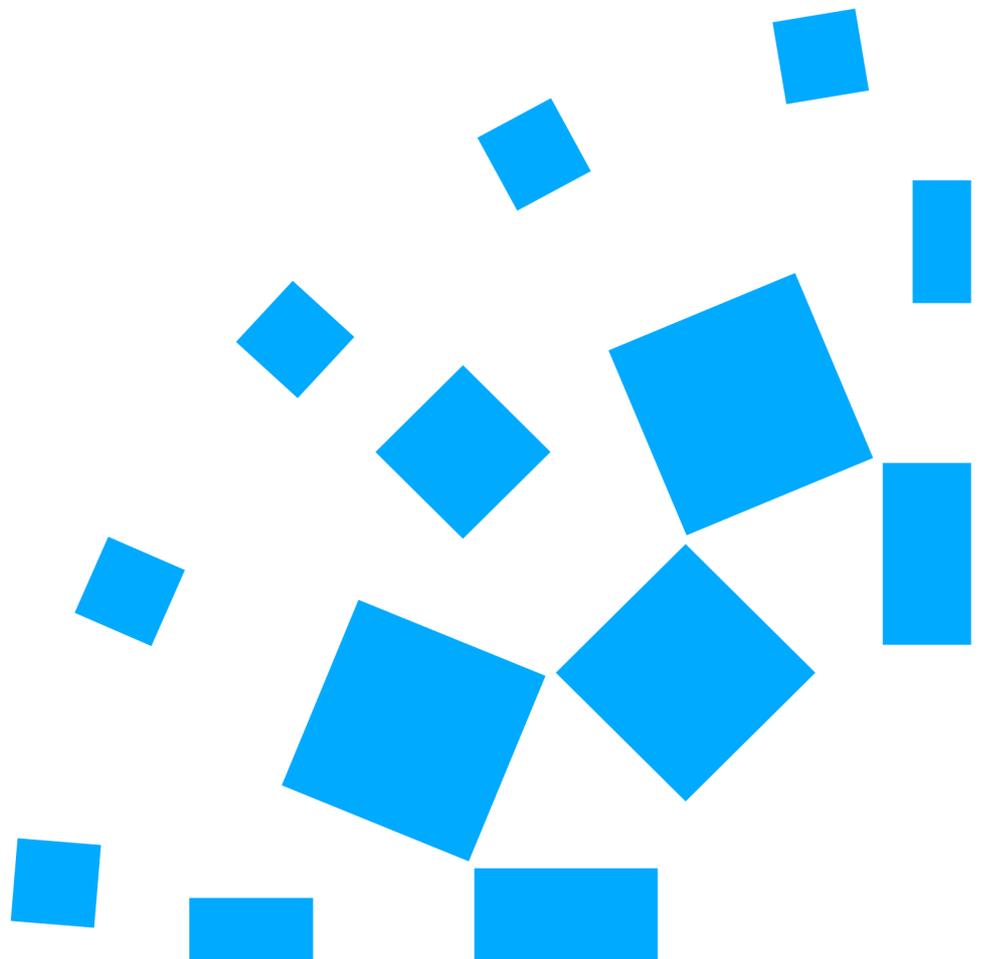


Equality impact analysis

Implementation of the new entry routes for police constables

Version number 16.0



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Publication date: October 2021

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Table of changes

Version	Modification made	Month and year
16.0	New and amended paragraphs: 13, 15, 18, 21, 39, 43, 50-52, 61-62, 66, 147, 149-154, 165, 192, 216, 222, 229, 239-240, 262-265, 267	October 2021
15.0	New and amended paragraphs: 7-8, 15, 20, 24, 36-38, 40-43, 53, 89, 91, 93, 94-99, 121-125, 133, 137-138, 142-145, 154, 158-159, 175-184, 187-199, 203, 210, 234-241, 264-267 Appendices reconfigured	April 2021
<p>For previous versions of the EIA please email PolicingEQF@college.pnn.police.uk</p>		

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Introduction

1. The ambition of the National Police Chiefs' Council (NPCC) and the Association of Police and Crime Commissioners (APCC) is that '[B]y 2025 policing will be a profession with a more representative workforce that will align the right skills, powers and experience to meet challenging requirements'.¹ This ambition is included in the Policing Vision. The [Policing Vision](#) presents the policing plan and shapes decisions around workforce development, including how police forces use resources to help keep people safe and provide an effective, accessible and value-for-money service that can meet the challenges of the modern policing landscape.
2. The Policing Vision emphasises the critical reliance of the police service on the quality of its people, and establishes the principle that policing needs 'to be delivered by a professional workforce equipped with the skills and capabilities necessary for policing in the 21st century'.² The new entry routes for police constables were developed in partnership with our stakeholders to meet these objectives. They have been designed to ensure that officers are given the skills and knowledge required to prevent crime, protect the public and secure public trust, both now and in the future.
3. A key component of the Policing Vision is that the police service is representative of the communities it serves. It is essential that we try to understand whether certain initiatives, such as the new Policing Education Qualifications Framework (PEQF) entry routes for police constables, have an impact on workforce demographic and the attraction, recruitment, progression and attrition of those with protected characteristics.³ That is the purpose of this equality impact analysis (EIA).
4. The police service is working with diligence and passion to promote diversity, equality and inclusion. Forces are engaging with the community and forging connections with groups who had not previously considered policing as a

¹ NPCC/APCC. (2016). 'Policing vision 2025' [internet]. Available from npcc.police.uk/documents/Policing%20Vision.pdf [Accessed February 2019]

² Ibid

³ For more information on the protected characteristics, please refer to paragraph 8.

- career. We are proud to support forces in their work to secure a fair, inclusive and representative police service.
5. The impact of the new entry routes on the demographic diversity of the police workforce will depend on a number of variables, some of which are not within the College's control. Forces and higher education institutions (HEIs) will play a significant part in the successful introduction of programmes and their outcomes, such as recruitment, retention and attrition. It is important that each implementing force considers how it will identify, monitor and address any possible disadvantage against a protected group or other inequality issues.
 6. The EIA process is designed to ensure that as policies develop and change, they do not have a negative or discriminatory impact on protected groups. When implementing the new entry routes, forces and HEIs are required to develop their own EIAs, evidencing how diversity, equality and inclusion are embedded in their delivery infrastructure. This is a core requirement that must be met as part of the College's quality assurance process.
 7. Many forces are proactive and progressive in the monitoring of workforce data to ensure equality of opportunity. Introducing new entry routes makes a comprehensive understanding of workforce demographic essential. Analysis of workforce data will direct the force to any disproportionality or under-representation. Findings should be included in the force's EIA. Data collection initiatives used to support equality analysis are explored later in this document.

The new entry routes

8. Modern policing is constantly facing new challenges. The communities served by the police are increasingly diverse and complex, with differing needs and priorities. The nature of crime is also evolving, taking on new forms and presenting different threats to the public. The constable role sits at the heart of effective policing. It is a dynamic and challenging role that requires high levels of professional knowledge and skills, across a range of complex and challenging situations and contexts. Among numerous other skills, constables need to have a high level of emotional intelligence, strong behavioural

interpretation skills, and an ability to analyse and resolve rapidly evolving events.

9. The new entry routes were developed with our stakeholders, to provide new recruits with the skills and knowledge necessary for modern policing. The programme offers a breadth and depth of training that acknowledges the complexity of the constable role. The new curriculum is designed to help improve new recruits' ability to think critically, to reflect and deliberate effectively, to exercise judgement, to challenge accepted norms, to work with a high degree of autonomy, to communicate effectively and to be independent decision makers. These skills and attributes align with vocational level 6 learning.
10. The new framework is comprised of three new national entry routes into the policing profession in England and Wales.

Police Constable Degree Apprenticeship (PCDA)

11. This entry route is a professional degree-level apprenticeship, enabling new recruits to join the police service as an apprentice police constable. Students will complete a Degree in Professional Policing Practice during their three-year programme. The programme combines the academic study and learning opportunities offered in a university degree with the dynamic and practical experience of an apprenticeship.

Degree-Holder Entry Programme (DHEP)

12. This is an entry route into the police service for degree-holders whose first degree is not in professional policing. It operates as a graduate entry programme or conversion programme to the profession of policing. Recruits undertake a two-year practice-based level 6 Graduate Diploma in Professional Policing Practice.

Degree in Professional Policing (pre-join)

13. This entry route involves completing a knowledge-based Degree in Professional Policing. The degree can be delivered as either a standard three-year degree programme or a two-year accelerated programme. It is achieved

prior to recruitment to the police service. It is run by an HEI and the student has no guarantee of recruitment into the police service. Those successful in recruitment to the police service will have acquired, prior to joining, all of the knowledge base relevant to performance of the role. Practice-based operational competence is achieved during the post-join probation period. Forces can choose to work with an education provider to include a practical element during the programme, specifically linked to membership of the Special Constabulary.

14. The Code of Ethics and diversity, equality and human rights considerations are woven into the infrastructure of the curriculum for all three entry routes. The appropriate exercise of police powers and procedures, fairly and without bias, is introduced in initial learning. There are also curriculum areas dedicated to diversity, equality and human rights in professional policing. The curriculum invites the learner to explore key topics, asking them to challenge bias, prejudice, discrimination and stereotyping, and introduces them to professional strategies to address these issues. The course also provides a comprehensive introduction to key pieces of legislation, including the EqA and the Human Rights Act 1998.

Implementation

15. As of October 2021, the number of forces who have implemented the PEQF entry routes and the number of universities licensed to deliver the pre-join degree are as follows:

PCDA	DHEP	DC DHEP	Pre-join
34	31	16	39

Legislation

16. Section 149 of the Equality Act 2010 (EqA), the Public Sector Equality Duty (PSED) requires public bodies who carry out public functions to have due regard to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act
- advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it
- foster good relations between people who share a relevant protected characteristic and people who do not share it

The PSED applies to all nine protected characteristics listed in the EqA:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

17. Socioeconomic status is also a factor that can be a basis for inequality. It is provided for under Part 1 of the EqA. The duty is not yet in force in England but has been enacted in Scotland (April 2018) and Wales (March 2021). Through data collection and analysis, forces will be able to ensure that the impact on this characteristic is also considered.
18. We are committed to ensuring that the Welsh and English languages are treated equally where applicable, in accordance with the Welsh Language (Wales) Measure 2011. We have developed a [Welsh Language Scheme](#) to support Welsh forces in complying with their statutory duty to provide bilingual services to the public in Wales. The scheme has now been implemented.
19. Amendments to regulations 10 and 12 of the Police Regulations 2003 came into effect in January 2018, which permitted appointment to a force via the new entry routes. The changes also specified the probationary period of three years for full-time entrants via the Police Constable Degree Apprenticeship

(PCDA) route. In 2020, regulation 10 was amended to permit receipt of applications from applicants under the age of eighteen (and over the age of seventeen years), in order to take up appointment on reaching the age of eighteen.

Updating the EIA

20. The College takes its PSED obligations very seriously. We are committed to supporting forces to achieve the policing vision of a representative workforce and to securing inclusion and equality in the service. Diversity, equality and inclusion considerations are an integral part of the PEQF's decision-making infrastructure, and they influence all aspects of programme development and implementation. This regard is an ongoing and continuous process. Collation of our analysis and relevant updates will be included in revisions to this document, scheduled for publication twice a year or upon each key project update. This EIA will remain a living document. We will include key findings from stakeholder meetings, recommendations, action plans and emerging practice to reflect progress made, as well as any new challenges identified.
21. This EIA builds on previous versions. In 2016, when the concept of new entry routes was originally proposed, concerns were raised around whether the introduction of the new entry routes – including a self-funded degree route – would advance or hinder equal opportunity. Between 2017 and 2019, further updates identified potential impacts on a range of protected groups, including age, disability, race, religion or belief, and sex.⁴ The 2020 EIA update identified limitations with data collection and initiated collaboration with the Home Office to introduce a solution. In 2021, we were able to include robust data from the Home Office national workforce census in the EIA. Due regard to the equality aims is an ongoing commitment and this EIA serves to document key considerations.

⁴ A lack of robust data and other supporting evidence for gender reassignment, marriage or civil partnership, pregnancy and maternity, and sexual orientation did not enable observations to be made about these characteristics.

22. To support future updates of the EIA, we welcome data, feedback or further evidence from forces and other key stakeholders. If you have any useful information that may help to develop the EIA, please contact us at PolicingEQF@college.pnn.police.uk

Data

College-led data collection

23. In 2019, we attempted two data collection exercises to understand PEQF's impact on recruitment diversity. The first exercise requested protected characteristic data from forces for all new recruits joining via the PCDA, the DHEP or the Initial Police Learning and Development Programme (IPLDP). Unfortunately, the data returned from forces was inconsistent and limited. The second data collection exercise was carried out as part of the PCDA evaluation and conducted in seven early-adopter forces. Further information can be found in paragraph 36.
24. Forces were asked for diversity data for all new recruits on the IPLDP, PCDA and DHEP. This was an early data collection exercise intended to give us an initial understanding of recruitment demographic. Recruitment diversity data for the preceding 12 months was requested in July and August 2019. At that stage, only 11 forces had started implementation and only four had been running the new routes for longer than six months.
25. Aggregated returns and review of the data collected in 2019 is included in version 13 of this EIA. Unfortunately, there were significant issues with the quality of that data. We committed to tackling the difficulties encountered and were pleased to see improvements in the 2020 data collection. We are grateful to the forces that returned data for their support and assistance.

Data collection issues 2019 and resolutions

26. **Data issue:** No standard collection duration – some forces returned data from the preceding 12 months, others for a few months, others for multiple years.
- Resolution:** We fixed the data collection duration. To make data returns easier and after consultation with forces, a decision was made to parallel the

Home Office Annual Data Return collection period (1/4/2019 to 31/3/2020). Forces were encouraged to contact us if they had queries or difficulties. A dedicated resource for administering the data collection allowed us to provide assistance to forces from an early stage.

27. **Data issue:** Not all forces returned 'not recruited' data.

Mitigation: In accordance with data protection legislation, data is not retained for longer than is necessary. We are unable to influence force record retention times.

28. **Data issue:** The data given against a protected characteristic did not always correspond with the 'total recruited' figure provided. This may have been because some recruits chose not to select any of the categories provided on the data collection form but this information was not shared with us.

Mitigation: The data return form was edited so that any disparity between the 'total recruited' and the figure returned against each protected characteristic was automatically flagged. The user would be prompted to either check figures or leave a comment in the notes column provided to explain the disparity. An additional entry category was added to allow the force to return a figure to account for occasions when the candidate gave no information. The committed resource to administering the data collection was able to troubleshoot data issues at an early stage and gave support when required.

29. **Data issue:** Not all forces returned recruited data against all nine protected characteristics. Some forces' methods of collecting diversity data do not correspond with the College data template.⁵ As such, forces either were unable to return data against some of the protected characteristics or had to modify the template to fit the categories they collect against. While all data is useful, the potential for variance in categories limits our ability to consolidate data or make comparative analysis.

⁵ The College PEQF diversity data template is based on the College's biomonitoring form, is developed from ONS standards and is a product of consultation with stakeholders.

30. **Resolution:** We have worked with the NPCC to develop standardised diversity codes. This has been distributed to the forces. While not all forces currently collect against the standard codes, work has begun in many areas to make that transfer. Forces are aware of the importance of national standardisation for comparative analysis to take place.

Data collection issues 2020 and resolutions

31. **Data issue:** The 2019 data collection received responses from 27 forces.⁶ The 2020 data collection received 22 responses.⁷ While there were 5 fewer responses in the 2020 collection, many of the 2019 responses were unusable due to inconsistency in data returns. Feedback indicated that much of the difficulty in providing a response is the frequency with which forces are asked to meet workforce data requests from multiple agencies.
32. **Mitigation:** We received feedback to indicate that much of the difficulty in providing a response is the frequency with which forces are asked to meet workforce data requests from multiple agencies. We have reduced this pressure for forces by working with the Home Office to integrate entry route information into the Home Office Police Workforce Census. The census data will form the basis of subsequent analysis.
33. **Data issue:** The data collection period was amended to parallel the Home Office collection to assist forces and to increase the likelihood of our receiving complete returns. This variance prevented us from completing a comparative analysis between this and the previous data collection. Comparative analysis was unlikely to have offered meaningful insight, due to the first data collection having taken place at such an early stage of implementation for many forces.

⁶ Avon and Somerset, Bedfordshire, Cambridgeshire, Hertfordshire, Cheshire, City of London, Derby, Leicester, Dorset, Devon and Cornwall, Durham, Dyfed Powys, Gloucester, Gwent, Kent, Essex, Lancashire, Lincolnshire, MPS, South Wales, Staffordshire, Surrey, Sussex, Thames Valley, West Midlands, West Yorkshire and Wiltshire.

⁷ Avon and Somerset, Cheshire, City of London, Cumbria, Derbyshire, Devon and Cornwall, Dorset, Durham, Dyfed Powys, Gwent, Lancashire, Leicestershire, Merseyside, Northumbria, Nottinghamshire, Staffordshire, Surrey, Sussex, Warwickshire, West Mercia, West Midlands, West Yorkshire

34. **Mitigation:** As above, we have worked with the Home Office to establish the Police Workforce Census as our method of data collection moving forwards. The census will offer us a higher level of data standardisation and therefore quality assurance. This solution also support forces by reducing the number of data return requests. The census represents a long-term solution to diversity data collection challenges.
35. **Data issue:** While we have introduced standardised diversity data codes, forces will need time to apply this standard. As such, some of the standardisation issues encountered for the 2019 data collection will continue to apply for the 2020 collection:
- Many forces are using different grouping codes for age.
 - Some forces do not collect sex and gender separately.
 - Some forces collect marriage and civil partnership as a single category.
 - Some leavers recorded as 'IPLDP leavers' may, because of the duration of their service, may not have been recruited via IPLDP

The Home Office Police Workforce Census

36. The Home Office Police Workforce Census is an annual census of all police officers and staff in England and Wales. It is an individual record-level data collection of all workers in the police service. Data is collected from Human Resources and Finance teams in the 43 territorial police forces in England and Wales, as well as the British Transport Police. It provides national, consistent and robust workforce data, comparable with the Home Office Annual Data Return (ADR). It represents a long-term solution to diversity data collection challenges. We worked with the Home Office to include the new entry routes for policing in the 2020 census (see Appendix 5 for the list of entry routes now included). As a recent amendment to the census, the provision of entry route data in the first year of inclusion was voluntary.
37. The census has provided data on each of the entry routes for those joining in the 2019/20 financial year by the following characteristics: age, disability, race and sex. From 2021, the census will seek to collect data on more of the protected characteristics, though the quality of data will be dependent on the

- information held and submitted by forces. Once incorporated, the census will provide workforce data for each entry route and all protected characteristics.
38. The 2020 census received returns from 38 forces. Overall workforce data includes information collected from 8,662 officers in both apprentice and full-time constables. Improving census completion among the remaining forces is a priority for the Workforce Data Group. A work-stream has been established to achieve 100% completion in 2021, when the submission of new recruit data will also be mandatory.
39. We are also undertaking research into the prevalence of information sharing or declaration of protected characteristic information. A robust data collection process needs to be underpinned by a workforce culture that fosters inclusivity and encourages declaration. The workforce should be encouraged to understand the importance of providing protected characteristic information and the significance of this information in supporting the policing community. The 'Safe to Say' campaign and 'Sharing Information' explores these challenges. The guidance will be released soon.
40. The College is a key stakeholder in delivering the [**NPCC Diversity, Equality & Inclusion Strategy 2018 - 2025**](#). To achieve our shared vision of a more representative workforce that aligns the right skills, powers and experience to meet challenging requirements, better consistency in data gathering is required across all protected characteristics.⁸ The NPCC has pledged to cultivate a better understanding of the composition of the workforce, by ensuring systems are in place that enable workforce data to be collected, collated and analysed across the nine protected characteristics.⁹ Standardised diversity codes have been developed to support future monitoring. We will continue to work with stakeholders to develop more comprehensive national workforce data.

⁸ NPCC. (2018). 'Diversity, Equality & Inclusion Strategy 2018 - 2025' [internet]. Available from npcc.police.uk/documents/edhr/2018/NPCC%20Diversity%20Equality%20Inclusion%20Strategy%20May%202018.pdf [Accessed September 2019]

⁹ Ibid

The College evaluation

41. The College is undertaking an evaluation of the PCDA entry route. The evaluation commenced in 2019 and will run until 2023. This will ensure that the first cohort of recruits can be followed through to completion of the PCDA and into their first year as confirmed police constables. The evaluation aims to understand how the PCDA has been implemented and what outcomes have been delivered. Initial research took place in seven forces. This research adopts a mixed-methods approach through a longitudinal survey of new recruits and a series of in-depth interviews with those delivering and experiencing the PCDA. Some of the evaluation's findings will be included here but all initial evaluation outcomes can be found in the project's [first interim report](#).
42. Following on from work undertaken in 2019, a second evaluation survey has been developed in 2021. The 2021 New Recruit Survey was developed and administered collaboratively with the Home Office and PUP. It provides an invaluable opportunity to understand the student officer experience on a much larger scale and increases the quality of analysis we are able to undertake.
43. A survey was delivered to all 43 forces on 24 March 2021. It has been shared with approximately 10,000 officers, accounting for:
- all new recruits, on any entry route, who joined between 1 February 2020 and 30 November 2020
 - all PCDA and DHEP recruits who joined between September 2018 and February 2020

The survey has achieved a sample of approximately 4,000 officers across the two groups of recent recruits listed above. The survey will provide attitudinal data on the experiences of force and HEI learning, supervision, wellbeing, inclusion, evidence-based policing, problem solving and procedural justice. A wide range of demographic information was also sought from participants, covering the protected characteristics, as well as caring responsibilities, socioeconomic status and highest education qualification. Survey results are currently being analysed and key findings will be included in this EIA.

Stakeholder engagement

44. Development of the new entry routes was achieved as a result of invaluable input from a working group composed of diverse representation from key stakeholders. Diversity considerations have been integrated into product development throughout the design phase. Feedback continues to be collected through ongoing engagement with the PEQF Implementation Reference Group (IRG), the Initial Policing Education Board (IPEB) and the PEQF Board. These groups are also made up of a cross-section of representatives from policing and other key stakeholders.
45. Stakeholders receive regular 'headline' emails detailing programme updates and implementation concerns. Forces receive ongoing support from our implementation officers and from the College's diversity and inclusion team. We produce guidance and run a variety of workshops, seminars and other events to support implementation. A dedicated knowledge hub¹⁰ has been created for forces to learn more about the EIA process and to share learning with other forces. There is also a dedicated knowledge hub for diversity, equality and inclusion. Forces can use this hub to share resources and examples of effective practice. The PUP and force positive action teams can use these platforms to share learning.
46. We welcome data, feedback or further evidence from forces and other key stakeholders. If you have any useful information that may help to develop the EIA, please contact us at PolicingEQF@college.pnn.police.uk

Force EIAs

47. Securing a high level of programme maintenance and management will better support policing. Forces and HEIs are required to complete certain core requirements as part of program implementation, to ensure that the new entry routes are governed by PEQF structures. We will request that forces consider the equality considerations of their intended model of delivery and integrate

¹⁰ An information-sharing and collaboration platform.

these considerations into all aspects of implementation. Forces are asked to consider the following in their EIAs for each new entry route:

- Equality of opportunity for each stage of the entire learner journey, including outreach and engagement with prospective groups and candidates, recruitment and selection, retention and attrition, progression, and success and destination.
 - Each of the nine protected characteristics.
 - Other characteristics pertinent to the local population, such as socioeconomic status, deprived neighbourhoods, carers, political affiliation and Welsh language.
 - Providing information on mechanisms to review, update and monitor the EIA throughout the programme.
 - Considering how any existing organisational widening participation strategy has considered this particular programme.
48. Forces are given guidance on potential avenues for further investigation and other research to add to their EIAs. This process creates another opportunity for knowledge exchange and shared learning. Examples of effective practice are included in the appendices of this document. We have also developed EIA guidance and an EIA template tailored for PEQF implementation. These are available on shared learning platforms used by the service. Effective practice and other learning will continue to be collated in this document.

Other considerations

49. The government has pledged to increase police recruitment targets by 20,000 through the PUP. This is in addition to existing vacancies. PUP data can be accessed on the [Home Office website](#).
50. COVID-19 has imposed an unprecedented challenge on the police service. During the national 'lockdown', forces continued with implementation and thought dynamically about promoting recruitment in a time of social distancing. Social media and other online platforms were used extensively and in engaging ways. We have been able to support this work. At the request of forces, we adapted our assessment centre provision to an online format to

support policing and to help safeguard future workforce resourcing. Concerns such as digital access were explored in the online assessment platform's EIA. For further information about the platform, please contact recruit@College.pnn.police.uk

51. UCAS research indicates that COVID-19 did have an impact on demand for higher education. In spite of concerns that changes in delivery infrastructure would lead to a perception of 'less value for money', demand for higher education increased, with a record 515,650 students with a confirmed place in 2020, a 4% increase from the 2019.¹¹ This trend is likely to continue in 2021.¹²
52. Exploration of the impact of COVID-19 on employment in England and Wales and on social mobility is explored in the socioeconomic background section of this EIA.

Impact analysis

53. The Policing Vision 2025 states: 'Policing is built on our people. There is a need to add critical new skills to the service, get the right mix between officers and staff and be more representative of the communities we serve to achieve our vision'.¹³ It is imperative that any new workforce development initiative supports policing to reach this objective.
54. The three new entry routes bring many benefits to policing by:
 - supporting educational equality within the policing profession
 - proactively embedding equality, diversity and human rights considerations as a core function of professional practice

¹¹ UCAS. (2020). 'More students from the most disadvantage backgrounds across the UK are set to start degrees this autumn' [internet]. Available from ucas.com/corporate/news-and-key-documents/news/more-students-most-disadvantaged-backgrounds-across-uk-are-set-start-degrees-autumn [Accessed August 2021]

¹² UCAS. (2021). 'More students ready to take next step despite pandemic' [internet]. Available from ucas.com/corporate/news-and-key-documents/news/more-students-ready-take-next-step-despite-pandemic [Accessed September 2021]

¹³ NPCC/APCC. (2016). 'Policing vision 2025' [internet]. Available from npcc.police.uk/documents/Policing%20Vision.pdf [Accessed February 2019]

- having the potential to attract a more diverse range of candidates than the current level 3 entry route, by leading forces towards professional pathways
- giving potential candidates more choice, which may help widen access to demographically diverse audiences
- giving due regard to all protected groups and building this into the routes' development, implementation and delivery.

The protected characteristics

55. The College and the police service are committed to meeting the PSED and ensuring that all protected characteristics are given due consideration. We are firm on the point that there is no hierarchy to the protected characteristics. While this EIA explores all of the protected characteristics, the availability of Home Office national workforce data for age, disability, ethnicity and sex has facilitated further exploration of these characteristics. We welcome further data and evidence from forces on all nine protected characteristics to facilitate further analysis.
56. It is also important to consider the impact of intersectionality. Intersectionality means recognising that people's identities are shaped by multiple factors (the many personal characteristics that make up an individual). Protected characteristics cannot be treated as discrete identities, as they can quite often overlap when discrimination occurs. An awareness of intersectionality creates a much better understanding of the differences among individuals.
57. In addition to the protected characteristics, we are aware of concerns about the impact that the new entry routes may have on different socioeconomic groups. 'Socioeconomic' considers how the combination of 'social' and 'economic' factors, such as class, have the potential to hinder certain groups' prospects. While it is not a protected characteristic, our duty to pay it due regard is given in the EqA. It is included in this EIA to raise awareness and consideration of possible mitigations.

Age

PCDA

58. **Consideration:** There is a common misconception that apprenticeships are just for younger people. This may discourage those from older age groups from applying for the PCDA.
59. **Mitigation:** The age profile of apprenticeship starters changed between 2017/18 and 2018/19. In 2018/19, the figure for new starters under the age of 19 decreased and the figure for those aged over 24 increased. In 2018/19, 46% of apprenticeships were started by people aged over 24.¹⁴ It is likely that changes to the way that apprenticeships are funded and the introduction of the Apprenticeship Levy in 2017 have led to an older apprentice demographic. This data suggests that the misconceptions surrounding apprenticeships may be on their way to being remedied as awareness of the value of apprenticeships begins to grow. For employers, apprenticeships serve as a unique opportunity to diversify their existing workforce. For an older candidate, the apprenticeship may facilitate a career change or be a valued opportunity to return to employment.
60. Forces are encouraged to continue to monitor the age profile of their new recruits. We will work with forces to monitor this data and consider mitigations if there are any obstacles for this protected characteristic.

Key PSED objective(s) considered¹⁵: Advance equality of opportunity.

61. **Consideration:** The Skills Index 2021 is a national study of the UK's labour market that explores the skills and employment landscape. The report highlights that a third of workers aged over 55 have not received any formal workplace training in the last decade, a much higher proportion than all other

¹⁴ Foley N. (2020). 'Apprenticeship statistics' [internet]. House of Commons Library Briefing Note, Number 6113. Available from researchbriefings.files.parliament.uk/documents/SN06113/SN06113.pdf [Accessed April 2020]

¹⁵ Readers should note that inclusion of one part of the equality duty in this section is intended only to draw specific attention to a particularly relevant part of the duty. Due regard should be given to all parts of the duty. It is worth adding that the College and the police service are committed to a continuing regard of all components of the equality duty.

age groups.¹⁶ This is consistent with anecdotal evidence indicating that older workers are often overlooked for training in favour of younger colleagues. This is further compounded by ageist stereotypes about older workers being less willing and less able to develop new skills. Only one in seven firms stated that they would recruit or retrain older workers to tackle skills shortages. The report argues that there is a huge opportunity to fill skill gaps by harnessing the experience of older workers, and that employers need to appreciate this more fully.

62. **Mitigation:** Forces should ensure that they do not allow stereotypes to influence decision making or to create limitations upon older applicants and recruits. Monitoring the age demographic of applicants, recruits and progressing officers will help to ensure that there is no possibility of discrimination and that equality of opportunity is maintained.

Key PSED objective(s) considered: Advance equality of opportunity.
Eliminate prohibited behaviours.

63. **Consideration:** The degree apprenticeship market is highly competitive. Forces have raised concerns that the current minimum age restrictions could mean potential candidates are lost, as other employers may have already made their selections from the recruitment pool.

64. **Mitigation:** We have worked with the Home Office and consultation with other stakeholders to amend regulation 10 of the Police Regulations 2003. The amendment allows forces to accept applications from those under the age of 18. The regulatory change will not seek to change the minimum appointment age. However, it will enable forces to accept applications from those at, or near, school leaving age. It will also help to ensure that the PCDA can compete with other career options.

Key PSED objective(s) considered: Advance equality of opportunity.

¹⁶ City and Guilds Group. (2021). 'Skills Index 2021' [internet]. Available from [cityandguildsgroup.com/-/media/cgg-website/documents/cg-skills-index-report-pdf.ashx?la=en&hash=B04AAEA0DBBF4F4A9203BBF024350A7C1B07257A](https://www.cityandguildsgroup.com/-/media/cgg-website/documents/cg-skills-index-report-pdf.ashx?la=en&hash=B04AAEA0DBBF4F4A9203BBF024350A7C1B07257A) [Accessed August 2021]

65. **Consideration:** Salary will be a crucial factor in determining who applies for the PCDA. A lower wage may only be attractive to applicants with fewer financial responsibilities, many of whom are likely to be younger. Conversely, the opportunity to earn while learning and achieve a level 6 degree qualification could be an attractive option for those with more financial responsibilities, who are likely to be older.

66. **Mitigation:** The Home Secretary has accepted the recommendations of the NPCC to set the PCDA starting salary between £18,000 and pay point 1 (£23,586), followed by annual pay increments.¹⁷ This is to allow individual forces to decide the amount that is appropriate to the force area, based on local financial, workforce and job market considerations. The EIAs we have received as part of the quality assurance process confirm that many forces have given this issue serious consideration and have modified starting salaries accordingly.

Forces can determine how the new entry routes are marketed. The PCDA will be a critical factor in terms of influencing the age range of recruits that join through a particular route. As well as setting a wage that the force considers appropriate, forces may wish to orientate their marketing to ensure that a good balance of age groups is catered for.

67. Forces may wish to undertake local research to understand what bearing salary had on recruits of different age groups and their decision to join the service.

68. **Key PSED objective(s) considered:** Advance equality of opportunity. Fostering good relations.

PCDA and pre-join degree

69. **Consideration:** The College could not identify a source confirming the highest level of educational attainment by age group.¹⁸ Some forces have

¹⁷ Home Office. (2019). 'Implementation of the police pay award 2018 to 2019' [internet]. Home Office Circular 001/2019. Available from gov.uk/government/publications/circular-0012019-implementation-of-the-police-pay-award-2018-to-2019 [Accessed April 2019]

¹⁸ Department for Education. (2017). 'Education and Training Statistics for the United Kingdom 2017'. Available from

expressed concern that older applicants may be less likely to hold a level 3 qualification – a potential HEI entry requirement – and are therefore excluded from applying. The College invites any evidence or associated research that can support our own research in this area.

70. **Mitigation:** There is no evidence to indicate that older applicants may be less likely to hold a level 3 qualification. However, recruitment figures – or anecdotal evidence given as feedback from potential applicants – may necessitate mitigating action.
71. The EIAs we have received from forces as part of the quality assurance process confirm that for many collaborations, forces are working with their partner HEIs to develop a framework of equivalence, whereby other qualifications or work experience contribute to entry requirements. This mechanism for recognition of prior learning encourages participation by those with untraditional academic or professional backgrounds.
72. **Key PSED objective(s) considered:** Advance equality of opportunity.

Pre-join (standard)

73. **Consideration:** Those with financial commitments may not be able to afford to study for a degree and may not see the pre-join degree as a viable option. This may be true for many older candidates.
74. **Mitigation:** Prospective students may be able to access student loans and maintenance grants via the Student Loans Company. HEIs use a range of initiatives to engage older students. As part of our annual quality assurance review process of licensees, we will identify and share examples of emerging practice. The HEI may also offer bursary or scholarship schemes. Each HEI has student support teams who can offer advice and financial guidance.

Key PSED objective(s) considered: Advance equality of opportunity.

assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/657821/SFR64_2017_Text.pdf [Accessed September 2019]. Figures found for 2015/16 (57.5% of the population aged 17 achieved at least two substantial level 3 passes) but not for previous years.

Pre-join (accelerated)

75. **Consideration:** For potential candidates with financial commitments who are concerned about the costs associated with higher education, the two-year accelerated programme may be particularly appealing. The shorter course duration has the potential to be cheaper with lower overall fees, lower associated costs (for example, travel to campus) and a shorter timeframe for living expenses to accrue. The programme also allows the student to move into employment more quickly. This will rest on a number of different variables, for example, if accommodation arrangements are a shared or sole financial responsibility, or whether the student has children.
76. **Consideration:** Research indicates that accelerated programmes are appealing to older age groups.¹⁹ Many of the institutions that piloted accelerated programmes recognised at the outset that offering more flexible learning provision would widen participation.²⁰ In 2016/17, the proportion of mature students studying for accelerated degrees was 20% higher than the proportion on non-accelerated pathways.²¹
77. **Consideration:** There are social dimensions to learning, which are sometimes referred to as 'consumption benefits'.²² These social dimensions may be of particular significance to those in younger age groups, for whom going to university is often their first experience of living away from home. Without their usual social networks, making new social connections will be instrumental to a positive university experience. However, the issue is relevant to all age groups and will depend on whether the student, whatever

¹⁹ Outram S. (2009). 'Flexible learning pathfinders: a review of the pilots' final and interim reports' [internet]. Advance HE. Available from advance-he.ac.uk/knowledge-hub/flexible-learning-pathfinders-review-pilots-final-and-interim-reports [Accessed March 2020]

²⁰ Ibid

²¹ Department for Education. (2019). 'Equality analysis: Accelerated degrees' [internet]. Available from assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/815155/Accelerated_degrees_equality_analysis_final_July_2019.pdf [Accessed March 2020]

²² Department for Education/Institute for Employment Studies. (2017). 'Accelerated degrees in higher education' [internet]. Available from assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/595637/Accelerated_Degrees_Literature_Review.pdf [Accessed March 2020]

their age, sees the social dimension of university life as a key motivator or significant part of attending university.

78. The accelerated degree may reduce access to the social benefits of the university experience. The nature of the programme's delivery may mean there is less time for the student to interact with others. The teaching structure means that they may have to attend university at different times to their peers. Intensity of learning may mean that they are unable to engage in wider activities. An accelerated degree may therefore have a negative impact on students – particularly those from younger age groups – whose perception is that the social experience of university is as important as the academic experience.
79. **Mitigation:** Many HEIs are offering personal tutor support to their students. This connection will ensure that the student is happy and progressing successfully, and will provide an opportunity for the student to raise any concerns. All HEIs have student support teams who can provide support and guidance. HEIs may want to monitor how often accelerated degree students are engaging with the social aspects of university life and, if engagement is low, create opportunities to allow for more participation. HEIs may also wish to ensure that the process of transitioning to the three-year programme is possible. It is also pertinent to note that this may not be an issue for many students. Each person will come to university with their own motivations and social preferences. Having fewer opportunities to experience the social dimensions of university may not be a loss to some.
80. HEIs may wish to ensure that delivery scheduling provides time for students to pursue part-time employment options. This will support all students of all ages but perhaps has particular relevance to older learners with pre-existing financial commitments, or those who have always been in employment and do not wish to stop working.
81. HEIs are encouraged to monitor student age profiles. Comparative analysis between accelerated and standard courses may provide useful insights and may allow the HEI to ensure that there are no obstacles preventing access to any age group.

Pre-join degree and DHEP

82. **Consideration:** Undergraduate study is very popular to those aged under 20. This is likely to be reflected in the pre-join degree's recruitment age demographic. It is worth noting that the second-highest age category for first degree enrolments is 30 years and over. This age category also features the highest increase between 2017/18 and 2018/19, suggesting that higher education is becoming increasingly accessible to older age groups.

83.

First degree ²³ enrolments by age ²⁴		
Age group	2017/18	2018/19
20 and under	12,210	12,690
21–24 years	8,825	9,205
25–29 years	3,650	4,250
30 years and over	10,400	11,235
Age unknown	0	0

84. **Mitigation:** Forces will be encouraged to monitor recruitment age. If recruitment figures indicate a disproportionately low number of entrants from a particular age group, mitigations can be considered to identify potential barriers and obtain balance. These mitigations could include further research into possible causes, as well as targeted marketing and outreach.

As higher education enrolment figures indicate that there may be a higher proportion of younger entrants, forces may wish to integrate this into their marketing and support approaches. Further consideration may be given

²³ First degrees are degrees that lead to a bachelor's degree qualification, such as BA or BSc.

²⁴ HESA. (nd). 'Who's studying in HE?' [internet]. Available from hesa.ac.uk/data-and-analysis/students/whos-in-he [Accessed September 2019]

towards some of the obstacles that may arise for applications received from candidates aged 25 or over, some of which are reviewed below, and innovative solutions may be implemented.

Although first degrees may be more popular with younger students, the DHEP entry route recognises the skills that degree holders can bring to policing. This is likely to attract a range of ages, from recent graduates to those already in the workplace who are looking to embark on a new career.

85. **Key PSED objective(s) considered:** Advance equality of opportunity.

All three routes

86. **Consideration:** Individuals who have caring and/or familial responsibilities, many of whom will be aged 25 and above,²⁵ may view entering the police service and undertaking additional study as too great a challenge on their time and care commitments.
87. The challenges for those with caring responsibilities on the accelerated pre-join degree will differ to those pursuing the three-year programme. This will depend on the nature of the delivery of the accelerated course, for example, whether learning will be condensed into a standard-length academic year or whether delivery timeframes will be extended to accommodate the learning volume. If the latter option requires teaching delivery during school vacation times, the student may have to find and fund alternative care arrangements. They may find that any financial benefit obtained via a shorter degree programme is negated by increased spending on care arrangements. If teaching delivery is to be condensed, the learning intensity may deter some potential candidates with care responsibilities, who may fear that it would not be possible to balance these with the demands of the programme.
88. **Mitigation:** Some individuals may require additional support and flexible learning options to ensure they can access learning opportunities. Many HEIs have support in place for such students. Forces are encouraged to seek

²⁵ This is the age at which entry percentages drop, according to the table in paragraph 62.

relevant information with HEIs and to establish an understanding of their experience of supporting the student journey for those aged over 25.

89. For the pre-join routes, some HEIs offer on-site childcare facilities. HEIs may wish to connect with those with caring responsibilities to discuss support options. It is probable that institutions offering the two-year programme will also offer the three-year programme. HEIs may therefore wish to consider creating a mechanism of allowing students to move from the two-year to three-year programme if necessary, to support those who would prefer to transfer. If this is possible, the HEI may wish to ensure that the student is given the guidance required to understand the financial implications of any transition.
90. The force may wish to consider whether flexible working or part-time roles are an available option for candidates. We have worked with the Police Federation of England and Wales (PFEW) to revise the national guidance on flexible working. Forces are encouraged to consider research indicating that 97% of parents and carers acknowledge publication of policy documents on flexible working, family-related leave and pay policies as being helpful. The same survey confirms that this increased transparency would make an employer attractive to work for.²⁶
91. If the force has a parents network, individuals could be offered guidance and advice from fellow officers and staff via this network.
92. **Key PSED objective(s) considered:** Advance equality of opportunity. Foster good relations.
93. **Consideration:** There is a wealth of research exploring the motivators for an individual's return to education after an extended period away, as well as the inter-relationship with application, retention and success. Some candidates may believe that they are unable to meet the rigours of a level 6 programme. The role of confidence in lifelong learning is crucial and an absence of self-

²⁶ Working Families. (2019). 'Parents/carers and best-practice employers agree that companies should publish their flexible working and family-related policies' [internet]. Available from [workingfamilies.org.uk/news/parents-carers-and-best-practice-employers-agree-that-companies-should-publish-their-flexible-working-and-family-related-policies/](https://www.workingfamilies.org.uk/news/parents-carers-and-best-practice-employers-agree-that-companies-should-publish-their-flexible-working-and-family-related-policies/) [Accessed October 2019]

belief may inhibit many who would make very capable officers from applying via one of the new entry routes. A continued feeling of inferiority and insecurity may limit a recruited officer's progress.

94. These concerns may deter older learners from considering the accelerated degree. Research indicates that there is limited awareness of the accelerated degree and that there is a strong cultural norm of first degrees taking at least three years to complete.²⁷ There is a misconception that the accelerated degree entails 'cramming' and a sub-standard higher education experience. Very few potential students are not aware of the flexibility in pace or blended modes of learning offered by many institutions.²⁸
95. **Mitigation:** Many HEIs have extensive experience in inclusive practices for more mature learners. These can include mentoring, peer support, drop-in sessions and support networks. Forces are encouraged to find out more about these, as well as the level of awareness held by the HEI of the unique challenges experienced by mature learners.
96. To help make the accelerated degree accessible to all age groups, HEIs may benefit from ensuring that the programme is well marketed, with guidance given to students of the many benefits of an accelerated pathway.
97. Forces may wish to consider liaising with their HEIs to see if advance release of reading lists might be possible. Learners can then place themselves in a position of advantage, allowing them to commence their formal tuition with greater confidence. Many programmes also have integrated study skills modules built into the first year's course provision. Such modules, or special workshops, could be made accessible to recruits. At the very least, the majority of HEIs will have reading lists of study skills books, some of which are aimed specifically at mature students. The force may wish to consider embedding positive dialogues in supervision and improving team support

²⁷ Department for Education/Institute for Employment Studies. (2017). 'Accelerated degrees in higher education' [internet]. Available from assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/595637/Accelerated_Degrees_Literature_Review.pdf [Accessed March 2020]

²⁸ Ibid

mechanisms, for example, via positive feedback, building familiarity and providing support, encouragement and assurance. This support should be ongoing throughout the individual's learning journey.

Key PSED objective(s) considered: Advance equality of opportunity. Foster good relations.

Data

98. The 2020 Police Workforce Census provided the following data for joiners entering via IPLDP and PEQF (PCDA and DHEP) entry routes:

	Under 26 (%)	26 to 40 (%)	41 to 55 (%)	Over 55 (%)
IPLDP (N=5,129)	45.2	49.7	5.0	0.1
PEQF (N=1,968)	53.7	43.5	2.8	0.1

99. A further breakdown of the routes provides the following figures:

	Under 26 (%)	26 to 40 (%)	41 to 55 (%)	Over 55 (%)
IPLDP (N=5,129)	45.2	49.7	5.0	0.1
PCDA (N=1,317)	54.6	42.1	3.2	0.1
DHEP (N=651)	51.8	46.2	2.0	0.0
Standard DHEP (N=398)	53.3	45.0	1.8	0.0
Detective DHEP (N=16)	18.8	81.3	0.0	0.0

	Under 26 (%)	26 to 40 (%)	41 to 55 (%)	Over 55 (%)
Police Now – Detective Programme ²⁹ (N=95)	27.4	67.4	5.3	0.0
Police Now – Neighbourhood Programme (N=142)	67.6	31.7	0.7	0.0
Pre-join Degree in Professional Policing³⁰ (N=19)	100	0	0	0
Other (N=1,564)	21.4	60.2	18.0	0.4
Total new joiners (N=8,662)	43.0	50.0	6.8	0.1

100. As above, there are limitations to the workforce census data, as not all forces submitted entry route data. There are also variances between forces in marketing and recruitment approaches that will affect recruitment demographic. The figures provided are not a complete representation of recruitment but is the best data available to us. Police Now have shared

²⁹ Police Now have shared their intake data. This can be found in Appendix 6. Further information about the Police Now programmes can be found on their website: policenow.org.uk/national-detective-programme/

³⁰ These entries are anomalies or incorrect submissions, as there would have not been any graduates from a PEQF pre-join degree at the time of the census. These may be policing degrees that have not been licensed by the College.

thorough data for their programmes for the same time period. This can be found in [Appendix 6](#).

101. Readers should also note that applying a comparative analysis between IPLDP and PEQF routes to understand a programme's appeal to a particular group is of limited value, as it suggests candidate preference, when entry route would have been incidental to whether the force that the candidate applied to had implemented the PEQF routes.
102. The majority of PEQF recruits were under the age of 26. A high proportion of PEQF recruits were in the 26 to 40 age category. The high proportion of PCDA recruits aged 26 to 40 may help to dispel the myth that apprenticeships are solely for those of school leaving age. Both IPLDP and PEQF entry routes had low recruitment figures in the 41 to 55 and over 55 age categories. The programme with the lowest proportion of recruits aged over 41 was the DHEP. A total of 3.1% of PCDA recruits were aged over 41. Unfortunately, there is no published national data on average recruitment age available from previous years with which to compare these figures. However, we do know as at 31 March 2020, over half (56%) of all police officers were aged 40 or under and only 9% of officers were aged 25 and under.
103. Forces are encouraged to undertake continued monitoring of the age demographic of PEQF recruitment to assess whether any aspect of the entry routes is an obstacle to participation by those of different age groups.

Disability

All three routes

104. There are certain disabilities that preclude someone from becoming a police constable. These are mostly linked to the health requirements of operational policing, and have not changed with the introduction of the new entry routes. Further information about these requirements can be found in regulation 10 of the Police Regulations 2003.
105. **Consideration:** Concern has been raised about the potential impacts on the progression and attainment of candidates with neurodiverse conditions. This includes whether the requirements of learning and training at level 6 could

prove particularly challenging for these candidates. The table below gives estimates of the prevalence of some neurodiverse conditions in the general population.

106.

Condition	Estimated prevalence
Autism	1.1% of the general population ³¹
ADHD	5% of the adult population ³²
Dyslexia	10% of the general population ³³
Dyspraxia	10% of the general population, with 2% severely affected ³⁴

107. Figures indicate that an increasing number of people with a disability are participating in higher education, with year-on-year increases in first degree enrolments since 2015.

108.

Year	Total of first degree enrolments by those who share a disability ³⁵
2015/16	3,630
2016/17	4,325

³¹ National Autistic Society. (nd). 'Autism facts and history' [internet]. Available from autism.org.uk/about/what-is/myths-facts-stats.aspx [Accessed March 2020]

³² ADHD Foundation. (2018). 'Attention Deficit Hyperactivity Disorder: Information for nurse led ADHD clinics and school nurses' [internet]. Available from adhdfoundation.org.uk/wp-content/uploads/2018/11/Attention-Deficit-Hyperactivity-Disorder-Information-for-Nurse-led-ADHD-Clinics-and-School-Nurses.pdf [Accessed February 2020]

³³ NHS. (2018). 'Overview: Dyslexia' [internet]. Available from nhs.uk/conditions/dyslexia/ [Accessed March 2020]

³⁴ Foundation for People with Learning Disabilities. (nd). 'Dyspraxia' [internet]. Available from mentalhealth.org.uk/learning-disabilities/a-to-z/d/dyspraxia [Accessed March 2020]

³⁵ HESA. (nd). 'Who's studying in HE?' [internet]. Available from hesa.ac.uk/data-and-analysis/students/whos-in-he [Accessed September 2019]

Year	Total of first degree enrolments by those who share a disability ³⁵
2017/18	5,000
2018/19	5,375

109. A total of 11.8% of apprenticeship starters in 2018/19³⁶ had a learning difficulty or disability. This increased to 12.0% in 2019/20.³⁷
110. **Mitigation:** Forces and HEIs are required to evidence how they will support people with disabilities through the appropriate use of reasonable adjustments. They will be encouraged to review their reasonable adjustment policies to ensure that they are fit for purpose. Key learning about effective practice has been consolidated into the [workplace adjustment discovery report](#). Forces and HEIs should be aware that the reasonable adjustment duty is an anticipatory duty, and that these considerations should be integrated into pedagogy and other learning infrastructure. This includes initiatives such as ensuring that document drafting conforms to style guides for neurodiversity and providing assistive software for coursework completion.
111. HEIs have dedicated disability support teams, as well as a range of accessible resources and widening participation programmes. Support mechanisms can include tailored inductions, one-to-one guidance appointments with a disability advisor and assistance with Disabled Students' Allowance (DSA) applications. Working in partnership with HEIs to deliver the PCDA and DHEP may give forces access to a broader range of support for new recruits than is currently available to them. Forces should ask for

³⁶ Foley N. (2020). 'Apprenticeship statistics' [internet]. House of Commons Library Briefing Note, Number 6113. Available from researchbriefings.files.parliament.uk/documents/SN06113/SN06113.pdf [Accessed April 2020]

³⁷ Foley N. (2021). 'Apprenticeship statistics' [internet]. House of Commons Library Briefing Note, Number 6113. Available from researchbriefings.files.parliament.uk/documents/SN06113/SN06113.pdf [Accessed April 2021]

- evidence from their partner HEI of their commitment to ensuring equality of access for people with a disability.
112. The force may wish to encourage relevant staff associations to support new recruits in navigating their policing careers as an officer with a disability. Officers and staff may be upskilled by disability awareness training and by starting honest conversations about disability and inclusion. The force may also wish to direct recruits with a disability to third-party professional development hubs.
113. The College is a member of policing's national neurodiversity working group. The group aims to develop an informative and concise resource that will equip forces to provide a consistent, effective and professional service for neurodiverse members of the public. It will also support workforce inclusion. The group's work will include consideration of the progression and retention of neurodiverse officers and staff. They have produced a [neurodiversity glossary of terms](#) to raise awareness and understanding.
114. Current rates of declaration from officers with learning difference or disability are low, and consequently there are no viable national workforce statistics. We understand the importance of robust workforce data collection to facilitate effective equality impact analysis. We are currently working with the NPCC on how to increase declaration rates across all protected characteristics. Combined with the dedicated assessments and resources available from HEIs, this should help to support the early identification of individuals experiencing difficulties.
115. **Key PSED objective(s) considered:** Eliminate prohibited behaviours. Advance equality of opportunity. Foster good relations.
116. **Consideration:** Research from Mind indicates that as high as 91% of police officers have experienced stress and poor mental health at work.³⁸ The College does not have access to further analysis that provide correlations with

³⁸ Mind. (2015). 'Police: How to manage your mental wellbeing' [internet]. Available from mind.org.uk/media-a/4168/blue-light-managing-mental-wellbeing-police-2017.pdf?ctaId=/news-campaigns/campaigns/blue-light-support/blue-light-information/mental-wellbeing/slices/managing-mental-wellbeing-police/ [Accessed September 2019]

age, sex and other protected characteristics. Other research provides evidence of increasing levels of reported mental health issues for students in higher education.³⁹ This may deter those whose mental health condition is a disability from applying.

117. **Mitigation:** Forces should assess their HEI's approaches to mental health support. Many HEIs will offer mental health support facilities, such as counselling, and may have specific policies on student care and mental health. Forces may wish to revisit their staff mental health approaches and ensure engagement with national police wellbeing services, such as [Oscar Kilo](#). A robust approach that integrates disability confidence and mental health awareness into organisational development and pastoral support will help to present policing and the new pathways as an appealing career option.
118. **Key PSED objective(s) considered:** Advance equality of opportunity.

Pre-join (accelerated)

119. **Consideration:** Concerns regarding level 6 training being particularly challenging to those with a disability, could be exacerbated by the nature of accelerated learning. Some people with a disability may not consider an accelerated degree a viable option for them because of their disability. Learning intensity may be an obstacle to those with learning difference, as many students would benefit greatly from having the time to consolidate learning. Teaching delivery via long teaching sessions may be an obstacle to students with ADHD, who may struggle to focus and maintain concentration for extended periods of time.
120. **Mitigation:** These are valid concerns and we will encourage HEIs to monitor student recruitment, progress and other demographic data to identify any potential obstacles for people with a disability. However, they are issues that are not necessarily reflected in the data. The proportion of students with a

³⁹ Yap J. (2018). 'The declining state of student mental health in universities and what can be done' [internet]. Mental Health Foundation. Available from [mentalhealth.org.uk/blog/declining-state-student-mental-health-universities-and-what-can-be-done](https://www.mentalhealth.org.uk/blog/declining-state-student-mental-health-universities-and-what-can-be-done) [Accessed September 2019]

disability who were studying for accelerated degrees in 2016/17 was 12%.⁴⁰

This is only 1% lower than the proportion of students with a disability who were studying standard degrees.⁴¹

121. All HEIs have a statutory obligation to provide reasonable adjustments for disabled people. It will be our expectation that HEIs integrate the interests of disabled students into pedagogy, curriculum and all other aspects of delivery.
122. **Key PSED objective(s) considered:** Advance equality of opportunity.
123. **Consideration:** DSA is an annual allowance and is unaffected by the duration of the taught academic year. The maximum amount of support from the on-medical helper component of the DSA is not scaled to the length of the academic year, so standard and accelerated students access the same maximum spend.⁴² Students on accelerated programmes that are taught over an extended academic year will have to ensure they can access support for all taught weeks. While there is some provision for course intensity, this is in connection with part-time learning only.⁴³
124. **Mitigation:** All HEIs will have student support facilities and many have teams whose specific function is to support students with a disability. Guidance and advice on applying for the DSA and its use will be given. Many HEIs will meet with the student at the start of term to discuss specific learning needs, put reasonable adjustments in place and draft a learning support plan. Any HEI wishing to introduce an accelerated degree is encouraged to meet with student support teams to ensure that mechanisms are in place to help accelerated degree students with a disability.

Key PSED objective(s) considered: Advance equality of opportunity.

⁴⁰ Department for Education. (2019). 'Equality analysis: Accelerated degrees' [internet]. Available from assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/815155/Accelerated_degrees_equality_analysis_final_July_2019.pdf [Accessed March 2020]

⁴¹ Ibid

⁴² Ibid

⁴³ UK Government. (nd). 'Help if you're a student with a learning difficulty, health problem or disability' [internet]. Available from gov.uk/disabled-students-allowances-dsas/eligibility [Accessed March 2020]

Data

125. The 2020 Police Workforce Census provides data on the percentage of new joiners recorded as having a disability. Disability data for 4,278 new joiners was recorded as 'unknown' and these entries have been removed from the analysis below. As above, there are further limitations to the workforce census data, as not all forces submitted entry route data. We also need to consider the variances between forces in marketing and recruitment approaches that will affect recruitment demographic. The figures here are not a complete representation of recruitment but is the best data available to us. As such, the findings reported here should be treated with some caution. Police Now have shared thorough data for their programmes for the same time period. This can be found in [Appendix 6](#).

126.

	No disability	With a disability
IPLDP (N=2,441)	96.1	5.3
PEQF (PCDA and all DHEP routes) (N=1,055)	95.3	4.7

127. A further breakdown of the routes provides the following figures:

	No disability	With a disability
IPLDP (N=2,441)	96.1	5.3
PCDA (N=808)	94.6	5.4
DHEP (N=247)	97.6	2.4
Standard DHEP (N=130)	98.5	1.5

	No disability	With a disability
Detective DHEP (N=16)	100	0
Police Now – Detective Programme ⁴⁴ (N=57)	94.7	5.3
Police Now – Neighbourhood Programme (N=44)	97.7	2.3
Pre-join Degree in Professional Policing⁴⁵ (N=9)	100	0
Other (N=909)	95.5	4.5
Total new joiners (N=4,384)	95.8	4.2

128. Of those who shared the information, 4.7% of those recruited via PEQF identified as having a disability, lower than for IPLDP (5.3%). Figures for both PEQF and IPLDP were below the national prevalence of disability at 19% of working-age adults.⁴⁶ The proportion of recruits with a disability recruited via DHEP was 2.4%. The programme with the highest proportion of recruits with a disability was the PCDA.
129. The data available to support our understanding of the impact on this protected characteristic is very limited. The high volume of ‘unknown’ responses prevents effective study. The data limitations may be a consequence of the introduction of the entry routes into the census. If so, it may be that data will be more comprehensive in future census collections.

⁴⁴ Please see Appendix 6 for complete Police Now programme data, shared with the College by Police Now.

⁴⁵ As above, these entries are anomalies or incorrect submissions, as at the time of the census, there would have not been any graduates from a PEQF pre-join degree. These may be policing degrees that have not been licensed by the College.

⁴⁶ Department for work and pensions. (2020). ‘Family resources survey 2018/19’. Available from assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/874507/family-resources-survey-2018-19.pdf [Accessed May 2021]

Given the absence of robust national data, forces are encouraged to monitor impact closely at local level for their equality impact analysis. Focused analysis of data from expression of interest stage, through the application process and to the offer stage of recruitment, will help to develop an understanding of where obstacles lie.

Gender reassignment

PCDA

130. **Consideration:** Forces have shared their concerns around the three-year probationary period for those on the PCDA being a deterring factor for a candidate considering or undergoing gender reassignment.
131. **Mitigation:** As part of the quality assurance process, forces and HEIs must evidence that they have policies or procedures in place to support or mitigate any negative impacts on this protected characteristic. Publishing key points from relevant policies may provide reassurance to potential candidates of a force's commitment to trans inclusion.
132. **Key PSED objective(s) considered:** Advance equality of opportunity.

All three routes

133. **Consideration:** There is currently very little data that can be used to undertake an equality impact analysis. We are aware that many forces have gender reassignment policies and processes in place to support those who wish to transition. Many forces have had experience of supporting officers undergoing gender reassignment. All forces are aware of the NPCC guidance on gender reassignment and several forces feature on the Stonewall UK Workplace Equality Index.
134. Forces should adapt training delivery timeframes to accommodate extended periods of absence that may be needed for gender reassignment purposes.

135. Research indicates that half of trans and non-binary people have hidden the fact that they are LGBT at work for fear of discrimination.⁴⁷ We understand that there is more that can be done to support people who share this protected characteristic, and that more research is required to build an evidence base. We will work with forces to monitor the data closely and consider mitigations if there are any obstacles for this protected characteristic.
136. **Key PSED objective(s) considered:** Eliminate prohibited behaviours. Advance equality of opportunity. Foster good relations.

Data

137. The 2020 data collection confirmed that the majority of candidates for the PCDA, IPLDP and DHEP programmes said that their gender identity was the same as the sex that they were assigned at birth. IPLDP had the highest number of recruits whose gender did not correspond with the sex that they were assigned at birth, but the figure was only 0.2% higher than PCDA. This figure suggests that the PCDA has not created additional impact upon this protected characteristic when compared with IPLDP. However, data has been received from a limited number of forces and a greater database further along implementation will increase our understanding. For further information about the limitations of the data set, please refer to the [data section](#). Information on gender reassignment will be requested in future workforce census collections.

Marriage and civil partnership

All three entry routes

138. The impact of the new entry routes on those who are married or in a civil partnership is unclear at present. We welcome any information or data on this.
139. **Mitigation:** If there is a disproportionate number of recruits from younger age groups, there may also be a reduction in the number of recruits who are married or in civil partnerships. Office for National Statistics (ONS) data

⁴⁷ Bachmann CL and Gooch B. (2018). 'LGBT in Britain: Trans report' [internet]. Stonewall. Available from stonewall.org.uk/system/files/lgbt_in_britain_-_trans_report_final.pdf [Accessed September 2019]

indicates that the average age of men in opposite-sex relationships marrying is 37.9 years and the average of women is 35.5 years. For same-sex relationships, the average age is 40.8 years for men and 37.4 years for women.⁴⁸

140. **Mitigation:** We will work with forces to monitor the data closely and consider mitigations if there are any obstacles for this protected characteristic.

Key PSED objective(s) considered: Advance equality of opportunity.

Data

141. Data from our 2020 collection informed us that recruits via all entry routes were more likely not to be married or in a civil partnership. As above, there may be a parallel with average recruitment age. The highest proportion of recruits were not married or in a civil partnership, accounting for 31.4% of PCDA recruits, 71.2% of IPLDP recruits and 43.1% of DHEP recruits. The highest proportion of married recruits was found for IPLDP at 15.9%. Only 5.3% of PCDA and 5.3% of DHEP recruits were married.
142. The data from the 2020 College-led data collection was extremely limited and care should be taken in deriving any conclusions about the entry routes from that data. Information on marriage and civil partnership has not been included in the 2021 workforce census.

Pregnancy and maternity

PCDA and DHEP

143. **Consideration:** Forces have indicated to us that the PCDA's three-year probationary period may deter those who become, or plan to become, pregnant.

Mitigation: As they are fully sworn officers from day one, recruits are covered by Regulation 33 of the Police Regulations 2003, which outlines the

⁴⁸ Office for National Statistics. (2016). 'Marriages in England and Wales: 2016' [internet]. Available from ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/marriagecohabitationandcivilpartnerships/bulletins/marriagesinenglandandwalesprovisional/2016 [Accessed September 2019]

conditions under which officers are granted leave. This includes maternity, parental and adoption leave. Similar support would be available to those who join through the DHEP route. Our 2020 data collection indicated that PCDA and DHEP programmes, none of the recruits were either pregnant or had given birth in the last 26 weeks. Low figures against candidates recruited via IPLDP means that we are unable to disclose data without compromising the right to privacy.

Forces may wish to provide additional support via staff networks.

Key PSED objective(s) considered: Advance equality of opportunity.

Pre-join (accelerated)

144. **Consideration:** Parents in receipt of Parents' Learning Allowance may be affected because it is an annual allowance that is unaffected by teaching duration. If the accelerated programme is taught over an extended academic year, there will be no proportional increase to the allowance. There is some recourse for additional funding if the student is under 25 and supports themselves, pays for childcare, has an adult who is financially dependent on them, or has a disability or learning difference.⁴⁹
145. **Mitigation:** HEI student support teams may wish to connect with those who are affected by this issue. There may be options open to the student via HEI grants or bursaries. The HEI may have on-site childcare facilities with subsidised rates. Student support services can provide financial guidance to students if required.

Key PSED objective(s) considered: Advance equality of opportunity.

146. **Data:** In the 2020 College-led data collection exercise, none of the recruits on the PCDA or DHEP programmes were either pregnant or had given birth in the previous 26 weeks. For IPLDP, figures were too low to disclose without compromising respondents' right to privacy.

⁴⁹ UK Government. (nd). 'Parents' learning allowance' [internet]. Available from gov.uk/parents-learning-allowance [Accessed March 2020]

Ethnicity

147. In 2021, 7.6%⁵⁰ of police officers identified Black, Asian and minority ethnic,⁵¹ a small increase from the 7.3%⁵² and 6.9% recorded in the previous two years.⁵³ A total of 10.6% of joiners identified as Black, Asian and minority ethnic, a similar proportion to the previous year (10.3%). Although ethnic minority representation across the service is growing, the 14% ethnic minority⁵⁴ population of England and Wales confirms that under-representation is still an issue. The 2021 national census (completed March 2021) will likely confirm an increase in ethnic minority representation in the national population.
148. While ethnic minority representation has reached its highest level in the history of the workforce, the service understands that this is not a time to be complacent. Diversity and inclusion, positive action and recruitment teams in forces are working hard to promote the police service as an employer of choice for all protected groups. However, the entry routes – both old and new – and the efforts undertaken by these teams cannot have exclusive influence on policing's appeal as a career to minority groups.
149. Policing's appeal as a career is posited in a broad socio-political context that is both historical and contemporary. The fundamental errors identified in the Stephen Lawrence Inquiry,⁵⁵ the disproportional representation in the criminal

⁵⁰ Flatley J. (2021). 'Police Workforce, England and Wales: 31 March 2021' [internet]. Home Office Statistical Bulletin, July 11/19. London: Home Office. Available from gov.uk/government/statistics/police-workforce-england-and-wales-31-march-2021/police-workforce-england-and-wales-31-march-2021#diversity [Accessed August 2021]

⁵¹ 'Black, Asian and minority ethnic' in this instance follows the Home Office counting rules and does not include White minorities. As per Home Office rules, White minority groups fall under the 'White' subset. However, many of the concerns included in this assessment may have an impact on all minority groups.

⁵² Ibid

⁵³ Flatley J. (2019). 'Police Workforce, England and Wales, 31 March 2019' [internet]. Home Office Statistical Bulletin, July 11/19. London: Home Office. Available from assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/831726/police-workforce-mar19-hosb1119.pdf [Accessed September 2019]

⁵⁴ As per the 2011 census.

⁵⁵ Macpherson, W. (1999). 'The Stephen Lawrence Inquiry' [internet]. London: Government publishing service. Available from assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/277111/4262.pdf [Accessed February 2021]

justice system reported in the Lammy Review,⁵⁶ and the most recent criticism of disproportionality in stop and search⁵⁷ are only a few of the many pertinent issues shaping perceptions of police culture and legitimacy. Disproportionality in public confidence was highlighted in 2021's Macpherson report, with only 56% of Black adults believing that they will be treated fairly by police, compared to 67% of White adults.⁵⁸ All of these factors will compound to have an inevitable impact on whether policing is seen as an appealing career choice. To quote the Macpherson report, '...individuals from BME communities are deterred from joining the police by deeply entrenched and historic negative perceptions of police and policing'.⁵⁹

150. Police leaders have committed to a comprehensive review of inclusion in the service. The Police Plan of Action on Inclusion and Race will aim to address longstanding challenges in policing and race. The project will be a collaborative initiative led by the NPCC, with partners from across policing, including the College, staff associations, and police and crime commissioners. A supporting programme will run for at least two years to deliver the plan of action. The action plan will send a positive message to potential candidates of the service's commitment to eliminate inequality and promote inclusion. In August 2021, barrister Abimbola Johnson was appointed as independent chair of the action plan's Independent Scrutiny and Oversight Board. The Board will provide external oversight to help shape, check and challenge the action plan. There will be ongoing collaboration, knowledge sharing and partnership working with the PEQF team.
151. At paragraph 517, the 'Macpherson: Twenty-two years on' report recommends that police 'training involves an explicit focus on anti-racism

⁵⁶ Lammy D. (2017). 'Lammy Review: final report' [internet]. London: Government publishing service. Available from gov.uk/government/publications/lammy-review-final-report [Accessed February 2021]

⁵⁷ HMICFRS. (2021). 'Disproportionate use of police powers: A spotlight on stop and search and the use of force' [internet]. London: Justice Inspectorates. Available from justiceinspectorates.gov.uk/hmicfrs/wp-content/uploads/disproportionate-use-of-police-powers-spotlight-on-stop-search-and-use-of-force.pdf [Accessed March 2021]

⁵⁸ House of Commons Home Affairs Committee. (2021). 'The Macpherson Report: Twenty-two years on' [internet]. London: House of Commons. Available from committees.parliament.uk/publications/7012/documents/72927/default/ [Accessed August 2021]

⁵⁹ Ibid

which should including examining racial disparities and seeking to reduce differences in experience and outcomes by racial and ethnic group'. At paragraph 518, the report states '...we recommend a complete overhaul of training on racism, diversity and equality...'. The report and its recommendations are to be reviewed by the Policing Plan of Action on Inclusion and Race. Training provision will be addressed. Diversity, equality and inclusion is already a key component of the PEQF curriculum. The standardisation the curriculum offers supports the 'consistency in the quality and content' of diversity, equality and inclusion training. Subject matter experts in the action plan team were consulted on the PEQF curriculum to ensure that it adequately addresses anti-racism, bias, prejudice, discrimination and other core issues relating to diversity, equality and inclusion training. Further detail cannot be included without compromising licensing concerns. However, the Macpherson report itself is included, to ensure that new recruits are aware of its significance and how it has shaped policing.

PCDA

152. **Consideration:** The proportion of apprenticeship starters from ethnic minority backgrounds increased from 11.2% in 2017/18 to 12.3% in 2018/19, and to 13.1% in 2019/20.⁶⁰

153.

Apprenticeship starters in England in 2019/20 by learner ethnicity⁶¹ (thousands)	
Asian/Asian British	18
Black/African/Caribbean/Black British	12

⁶⁰ Foley N. (2021). 'Apprenticeship statistics' [internet]. House of Commons Library Briefing Note, Number 6113. Available from researchbriefings.files.parliament.uk/documents/SN06113/SN06113.pdf [Accessed September 2021]

⁶¹ Ibid

Apprenticeship starters in England in 2019/20 by learner ethnicity⁶¹ (thousands)	
Mixed/Multiple ethnic group	9
White	274
Other ethnic group	3
Not known or not provided	6

154. While we know that around 26% of all apprenticeship starters in 2019/20 were higher level apprenticeships,⁶² unfortunately there is no data to indicate the popularity of level 6 apprenticeships for particular ethnic groups. The government have made a commitment to increasing the proportion of apprentices from ethnic minority backgrounds by 20%.⁶³
155. **Mitigation:** It is effective practice for forces to understand their local demographic and seek to recruit a workforce that is representative of that demographic. This is now common practice for many forces. Forces will be encouraged to collect and analyse data relating to the demographic of their workforce. This data will help to inform an understanding of participation, identify limitations and support equality. Forces are encouraged to foster an inclusive environment that is conducive to candid and confident declaration.
156. Forces may wish to make the apprenticeship more appealing to ethnic minority groups via targeted marketing initiatives and by offering specific support opportunities, such as mentoring and encouraging connections with staff and student associations. Forces may also wish to seek connections and

⁶² Ibid

⁶³ Department for Business and Innovation & Skills; Department for Education. (2015). 'English Apprenticeships: Our 2020 Vision' [internet]. Available from assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/484209/BI-S-15-651-english-apprenticeships-our-2020-vision-executive-summary.pdf [Accessed September 2019]

work collaboratively with organisations that support businesses whose function is to promote apprenticeships for ethnic minorities.

157. The government has established the [Apprenticeship Diversity Champions Network](#) (ADCN). The ADCN champions apprenticeships and diversity, and encourages more people from under-represented groups to consider apprenticeships. Forces could benefit from the collaboration opportunities and resources developed by the ADCN and may wish to connect with the network.
158. **Key PSED objective(s) considered:** Advance equality of opportunity. Foster good relations.
159. **Consideration:** Research produced by the Higher Education Statistics Agency⁶⁴ (HESA) reports that Black African and Black Caribbean graduates were less likely to be content with their careers, with the survey indicating figures of 6.3% and 7.9% respectively. The gap increases for older Black African graduates, with a total of 14.3% less likely to be happy with their careers than their White peers. This may be reflected in recruitment and attrition figures for these protected groups.
160. **Mitigation:** Forces are encouraged to monitor workforce data to ensure that there is equality of opportunity for all ethnicities. They may wish to reflect on how HESA's research suggests that there may be a higher number of DHEP applicants from these groups as they transition out of career pathways that they find unsatisfying. They may also wish to consider how to mitigate for this in their own workforce.

Key PSED objective(s) considered: Advance equality of opportunity.

Pre-join degree (standard and accelerated)

161. **Consideration:** Evidence indicates that ethnicity can affect degree outcomes. The attainment gap between the likelihood of White and ethnic minority

⁶⁴ Bermingham, J and others. (2020). 'Higher education outcomes: How career satisfaction among graduates varies by ethnicity' [interne]. Available from hesa.ac.uk/files/Career-satisfaction-by-ethnicity-20200922.pdf [Accessed October 2020]

students obtaining a first or 2:1 degree outcome is 13%.⁶⁵ Other research gives the proportion of White students who achieved a first or 2:1 degree in 2016/17 was 80%.⁶⁶ The proportion for Black students was 56%.⁶⁷ There are a number of factors that contribute to the attainment gap, including institutional culture and ethnic diversity among role models. Forces are encouraged to ensure that those from an ethnic minority background have as much opportunity to succeed as their White peers.

162. **Mitigation:** Forces are encouraged to establish if their partner HEI monitors attainment gaps. If so, enquiries should be made about what mitigating actions are being taken. Some HEIs will be more proactive in this area than others. Once an agreement is in place, the force should collaborate with the HEI to ensure that the pedagogy and other factors pertaining to curriculum provision, such as the assessment method, are inclusive and limit the possibility of an attainment gap. The government introduced new measures in February 2019 to reduce racial inequality in higher education.⁶⁸ It is too early to determine if these measures have achieved positive outcomes as yet but, crucially, this holds HEIs accountable for any inequality.
163. Forces should also look to strengthen their own equality and inclusion practices. Honest reflections ought to be taken at all levels, including by senior management, of the potential for bias and discrimination in decision making. Robust and committed approaches by senior leaders to obtaining an inclusive work environment can help to secure equality of opportunity for the entire workforce.

Key PSED objective(s) considered: Eliminate prohibited behaviours.
Advance equality of opportunity. Foster good relations.

⁶⁵ Universities UK/National Union of Students. (2019). 'Black, Asian and Minority Ethnic Student Attainment at UK Universities: Closing the Gap' [internet]. Available from universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2019/bame-student-attainment-uk-universities-closing-the-gap.pdf [Accessed September 2019]

⁶⁶ The Cabinet Office and others. (2019). 'Universities must do more to tackle ethnic disparity' [internet]. Available from [gov.uk/government/news/universities-must-do-more-to-tackle-ethnic-disparity](https://www.gov.uk/government/news/universities-must-do-more-to-tackle-ethnic-disparity) [Accessed September 2019]

⁶⁷ Ibid

⁶⁸ Ibid

164. **Consideration:** HEIs continue to make great strides in attracting ethnic minority students. Many use targeted approaches to raise awareness in ethnic minority communities, especially for those where higher education is not the norm. The higher education sector has seen year-on-year increases in participation by those from ethnic minority groups.
165. Data indicates a year-on-year increase in the number of ethnic minority undergraduate entrants.⁶⁹

	Asian		Black		Mixed		White		Other	
	%	Total	%	Total	%	Total	%	Total	%	Total
2016/17	11.0	63,540	8.5	49,140	4.0	22,925	75.0	434,580	1.6	9,290
2017/18	11.3	65,335	8.6	49,860	4.1	23,565	74.2	428,565	1.8	10,345
2018/19	11.5	66,635	8.5	49,300	4.2	24,460	73.9	427,040	1.8	10,175
2019/20	12.2	70,660	8.7	50,655	4.5	25,840	72.6	421,730	2.0	11,635

The growing proportion of ethnic minority students evidences an appetite for degree-level education from these communities.

166. Although some HEIs have offered policing-related degrees for a number of years, there is no national data available on these. Although the Higher Education Statistics Agency provides student data in relation to gender, age, disability status and ethnicity, it is only at UK level and for 19 broad subject areas, such as social studies and law, not at individual programme level, such as criminology or policing. This data is also rarely available at programme level for individual institutions. As such, the ability to establish the diversity of current or past students undertaking policing-related degrees is difficult.

⁶⁹ HESA. (2020). 'First year entrants onto undergraduate degrees' [internet]. Available from ethnicity-facts-figures.service.gov.uk/education-skills-and-training/higher-education/first-year-entrants-onto-undergraduate-degrees/latest#by-ethnicity-over-time [Accessed September 2021]

167. **Mitigation:** We will continue to work with HEIs to secure access to data regarding the demographic of their student body, so that we can fully assess equality impact. This data should be programme-specific whenever possible.
- Key PSED objective(s) considered:** Advance equality of opportunity.
168. **Consideration:** An Equality and Human Rights Commission (EHRC) inquiry confirmed that marginalisation and exclusion is still a significant issue in the higher education sector.⁷⁰ Their report confirms that 24% of students from an ethnic minority background had experienced racial harassment since starting their course. This harassment has caused feelings of isolation and loss of confidence, and has affected mental health and wellbeing. This could understandably deter people from ethnic minority groups from applying.
169. The prospect of harassment has also deterred students from engaging fully with core activities in an attempt to keep themselves from further harm. This subsequently impacts their performance and outcomes. The EHRC report reveals that around one in twenty ethnic minority students have left their studies due to racial harassment.
170. **Mitigation:** HEIs are encouraged to be mindful of these observations and monitor student retention accordingly. All HEIs should have clear, zero-tolerance approaches to bullying, harassment and other similar behaviours.
171. HEIs should have equality and inclusion policies in place, including formal complains handling procedures. Tackling prejudice and promoting inclusion should be a key priority. Best practice is included in the 'Recommendations' section of the EHRC report.
172. **Key PSED objective(s) considered:** Eliminate prohibited behaviours. Advance equality of opportunity. Foster good relations.

⁷⁰ Equality and Human Rights Commission. (2019). 'Tackling racial harassment: Universities challenged' [internet]. Available from equalityhumanrights.com/sites/default/files/tackling-racial-harassment-universities-challenged.pdf [Accessed October 2019]

Pre-join (accelerated)

173. **Consideration:** Many of the institutions that first piloted accelerated programmes recognised at the outset that offering more flexible learning provision would widen participation.⁷¹ We could not access recent data to indicate the demographic of students on accelerated programmes but would welcome any additional information. Figures from 2016/17 indicate the following:

174.

Proportion of students at HEIs and alternative providers in 2016/17 (%)	
Asian	11
Black	19
Other	9
White	61

175. **Consideration:** Research indicates that minority ethnic groups have higher rates of poverty than the average population.⁷² People from lower socioeconomic backgrounds are often more debt-averse.⁷³ Those concerned with the expense of higher education may find the two-year accelerated programme appealing. The shorter course duration has the potential to be cheaper with lower overall fees, lower associated costs (for example, travel to

⁷¹ Outram S. (2009). 'Flexible learning pathfinders: a review of the pilots' final and interim reports' [internet]. Advance HE. Available from advance-he.ac.uk/knowledge-hub/flexible-learning-pathfinders-review-pilots-final-and-interim-reports [Accessed March 2020]

⁷² Platt L. (2007). 'Poverty and Ethnicity in the UK' [internet]. Joseph Rowntree Foundation. Available from jrf.org.uk/sites/default/files/jrf/migrated/files/2006-ethnicity-poverty-uk.pdf [Accessed April 2020]

⁷³ Callender C and Mason G. (2017). 'Does student loan debt deter higher education participation? New evidence from England' [internet]. Centre for Learning and Life Chances in Knowledge Economies and Societies. Available from llakes.ac.uk/sites/default/files/58.%20Callender%20and%20Mason.pdf [Accessed March 2020]

campus) and a shorter timeframe for living expenses to accrue. It also allows the student to graduate and enter the workplace more quickly.

176. Research has shown that the contribution of accelerated degrees to increasing ethnic diversity is not straightforward. Any contribution is more likely to be indirect due to the degrees' appeal to older students, who are more likely to display 'widening participation characteristics'.⁷⁴
177. **Key PSED objective(s) considered:** Eliminate prohibited behaviours. Advance equality of opportunity.

All three routes

178. **Consideration:** Localised market research commissioned by the Metropolitan Police Service (MPS) in 2018 showed that the percentage of Black, Asian and minority ethnic respondents who would consider a career in policing after reviewing details on the PCDA and DHEP entry routes increased by between 22% and 27%. This suggests that the offer of professional entry routes into policing, and particularly the opportunity to earn while learning, could prove more appealing to ethnic minority groups than a level 3 entry route.
179. The MPS evidence highlights the importance of raising awareness and targeting engagement with ethnic minority communities. We will support forces by facilitating the sharing of emerging practices via the [National Police Jobs and Opportunities Virtual Platform](#), the knowledge hubs and other knowledge sharing platforms such as the peer review programme. Examples of effective practice are also included in the appendices to this document and in the College's [positive action guidance](#).
180. **Key PSED objective(s) considered:** Advance equality of opportunity.
181. **Consideration:** We are very grateful to our stakeholders for raising the possibility of adverse impact against potential Black Caribbean and Black African candidates caused by a level 3 qualification entry requirement to be

⁷⁴ Department for Education/Institute for Employment Studies. (2017). 'Accelerated degrees in higher education' [internet]. Available from assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/595637/Accelerated_Degrees_Literature_Review.pdf [Accessed March 2020]

eligible to apply to the service. This EIA and the PEQF's development is a product of partnership working. Ensuring that the PEQF does not impose obstacles or limitations to those with under-represented protected characteristics is a key priority for the College and to policing. We welcome the opportunity to explore concerns and introduce improvements and mitigations where possible.

182. The level 3 entry requirement pre-dates the introduction of the PEQF and is articulated in police regulations. Regulation 10(1)(ea) provides that 'a candidate for appointment to a police force [...] must have a selected qualification or experience'. The determination under Regulation 10 (Annex BA)(a) makes specific reference to 'a level 3 qualification, within the meaning of section 3 of the Education and Skills Act 2008'. For this purpose, reference to a level 3 qualification (as defined in section 3 of the Education and Skills Act 2008) would require a person who wants to be appointed to a police force to have attained an A level (or equivalent) in two subjects. It could be a combination of qualifications at level 3, for example, an A level and a level 3 NVQ.
183. Regulation 10 (Annex BA)(c) provides for 'training or work experience [...] which is considered by the chief officer to be equivalent to a level 3 qualification'. The statement can only be used to consider applicants with training or work experience that is deemed equivalent to a level 3 qualification, as defined above. This has to be considered and agreed by the chief officer, to help ensure that candidates are able to meet the demands of the initial learning programme and the role.
184. In respect to service in policing roles, Annex BA provides for service, for such period as the chief officer may specify, as a special constable, as a police community support officer (PCSO) or in a role that is considered to prepare a person for service. As with training or work experience, this should be considered and agreed by the chief officer, to help ensure that individual applicants are able to meet the demands of the respective initial learning programme and role.

185. As above, the requirement for level 3 qualifications (or equivalent) for recruitment into the police service pre-dates the introduction of the PEQF. The legislation has remained unchanged since February 2014 (see [Home Office Circular 001/2014](#)).
186. We are committed to monitoring recruitment and progression outcomes for all ethnic groups and are grateful to stakeholders for sharing learning. The College was shared a link to Department for Education research⁷⁵ that highlighted trends in ethnic attainment at GCSE level between 2003 and 2013. The report confirms that in 2003, the odds for Black Caribbean pupils achieving five or more A* to C GCSE grades were less than half of those of their White peers. For Mixed White and Black Caribbean and Black African pupils, similarly, the odds were only two-thirds of those for White British pupils. By 2013, the report indicates that Black African pupils achieve slightly above the White British average, and that Black Caribbean and Mixed White and Black Caribbean students closed the gap with White British pupils to 2% (80.4% versus 82.7%). A similar pattern emerges for Bangladeshi and Pakistani pupils. Data from 2013 indicates that Indian and Chinese pupils are more likely to achieve five or more A* to C grades (including English and Mathematics) than White British pupils. The attainment gap between Black Caribbean, Mixed White and Black Caribbean, and Pakistani pupils and White British pupils also closed by 2013, though it is important to recognise that gaps do remain. The study highlighted that only one ethnic group has seen performance decline relative to the White British group. The White Other group, whose figures were above the White British average in 2004 to 2006, fell in 2013 to figures similar to the Black Caribbean, Mixed White and Black Caribbean and Pakistani groups.
187. More recent GCSE attainment data continues this trend, with the White Gypsy and Roma and White Irish Traveller pupils obtaining the lowest attainment

⁷⁵ Department for Education. (2015). 'Ethnicity, deprivation and educational achievement at age 16 in England: trends over time'. Available from assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439867/R439B-Ethnic_minorities_and_attainment_the_effects_of_poverty_annex.pdf [Accessed November 2020]

scores compared to all other ethnicities. Out of an average attainment score (out of 90.0), Chinese pupils achieved the highest score of 67.6. This is followed by the Asian category (including Bangladeshi, Indian, Pakistani and Asian Other) at 54.5, Mixed at 50.8, Other at 50.6, White at 49.7 and Black at 48.9. White British attainment was 49.7. The second-highest score was the Indian category at 60.7. The White Gypsy and Roma and White Irish Traveller categories' scores were 23.3 and 31.8, respectively. In the Black category, the Black African category score was 50.9, Black Caribbean was 44.0 and Black Other was 47.4.⁷⁶

188. For A-levels, in the 2019 to 2020 academic year, students from the Chinese ethnic group had the highest average point score out of all ethnic groups (44.01). White Irish Travellers had the lowest average point score at 23.94 (though this data has limitations because of the small data set). Black Caribbean students' average point score was 34.09, below the national average of 39.51. The score for White British students at 38.92 was also below the national average.⁷⁷ A total of 12.0% of Black students got three A grades or better at A-level, compared to 20.4% of White students. A total of 37.0% of students from the Chinese ethnic group got three A grades or better, the highest of all the ethnic groups.⁷⁸
189. Data indicates that ethnic minority participation in further education (A levels and other education options) is increasing, with the percentage of people from ethnic minority groups rising from 19.3% to 22.6% between 2011 and 2019. Over the same period, the number of White students fell by 3.4%.⁷⁹ There has

⁷⁶ Department for Education. (2021). 'GCSE results (Attainment 8)'. Available from ethnicity-facts-figures.service.gov.uk/education-skills-and-training/11-to-16-years-old/gcse-results-attainment-8-for-children-aged-14-to-16-key-stage-4/latest#main-facts-and-figures [Accessed April 2021]

⁷⁷ Department for Education. (2021). 'Average score for students taking A levels and other qualifications'. Available from ethnicity-facts-figures.service.gov.uk/education-skills-and-training/a-levels-apprenticeships-further-education/average-score-for-students-taking-a-levels-and-other-qualifications/latest [Accessed April 2021]

⁷⁸ Department for Education. (2020). 'Students getting 3 A grades or better at A level'. Available from ethnicity-facts-figures.service.gov.uk/education-skills-and-training/a-levels-apprenticeships-further-education/students-aged-16-to-18-achieving-3-a-grades-or-better-at-a-level/latest [Accessed April 2021]

⁷⁹ Office for National Statistics. (2021). 'Further education participation'. Available from ethnicity-facts-figures.service.gov.uk/education-skills-and-training/a-levels-apprenticeships-further-education/further-education-participation/latest [Accessed March 2021]

been a continued increase in the percentage of ethnic minority state school pupils getting a higher education place since 2011. The percentage of Black pupils getting a higher education place has increased by 19.1% since 2010, from 28.4% to 47.5%. The same increase applied to pupils who identified as Chinese, increasing from 52.6% in 2010 to 71.7% in 2020. A similar figure was seen for pupils who identified as Asian – an 18.1% increase from 35.0% in 2010 to 53.1% in 2020. Between 2006 and 2020, Black pupils had the biggest entry rate increase out of all other ethnic groups, from 21.6% to 47.5%. The percentage of White pupils getting a higher education place between 2006 and 2020 increased from 21.8% to 32.6%.⁸⁰

190. The requirement for level 3 qualifications (or equivalent) for recruitment into the police service pre-dates the introduction of the PEQF. As before, the regulations around this requirement has existed since February 2014 and has not changed with the introduction of PEQF. However, data indicates that there are attainment differentials between ethnic groups at academic level 3. This necessitates ongoing review of application and recruitment data, particularly at ethnicity subset level. This will allow forces to identify whether there are limitations in recruitment requirements that may act as a barrier to equal opportunity. Future census collections will include the ethnicity codes used by the ONS, known as '18+1'. This will facilitate the detailed analysis required.
191. **Consideration:** Business in the Community (BITC) have published research on the experience of Black employees. The report confirms that of the Black employees surveyed, 74% said that career progression was important to them, compared to 42% for White employees. However, only 33% of Black employees believed that their organisation treated everyone equally when it came to progression. A total of 55% felt that they had to leave the organisation to progress.⁸¹

⁸⁰ Universities and Colleges Admissions Service. (2020). 'Entry rates into higher education'. Available from ethnicity-facts-figures.service.gov.uk/education-skills-and-training/higher-education/entry-rates-into-higher-education/latest#by-ethnicity-over-time [Accessed March 2021]

⁸¹ BITC. (2020). 'The race at work Black voices report' (internet). Available from bitc.org.uk/wp-content/uploads/2020/08/bitc-report-race-blackvoices-august20.pdf [Accessed October 2020]

192. **Mitigation:** Forces are encouraged to review these findings further and ensure that access to progression is equal for people of all ethnicities. It is recommended that forces undertake workforce data monitoring to understand if there is disproportionality in progression. Research undertaken by Intel⁸² tells us that of the 18 to 24 year olds they had surveyed in a recent study, 56% agreed that they would be hesitant to take a job in an organisation that does not have people from under-represented groups in senior leadership roles. Great work is being undertaken at force level to consider progression. The College runs the [Aspire](#) leadership development programme that provides support to aspiring future leaders from under-represented groups. We have also commenced work on a new talent management programme. To raise awareness of potential professional pathways, we have produced role profiles, which are available on [our website](#) and provide an overview of different roles in the service. These are accompanied by [career pathway profiles and guidance](#). Equal access to progression promotes job satisfaction and helps to attract the best talent in future recruitment.

Key PSED objective(s) considered: Foster good relations, advance equality of opportunity.

Data

193. The 2020 Police Workforce Census did not use the 18+1 classification now used as the national standard for collecting ethnicity data. This was determined by the Home Office and not by the College. From 2021, the 18+1 classification will be used for future collections.
194. The data for 371 new joiners was recorded as 'not stated'. These entries have been removed from the analysis. The percentage of 'not stated' responses was higher for DHEP (8.6%) and PCDA (7.3%) compared to IPLDP (1.7%). The higher percentage of 'not stated' entries for PEQF routes may be due to data management and access issues within forces when providing this information for the first time, rather than non-disclosure among recruits. Given

⁸² Intel. (2020). 'Inclusion: The deciding factor' (internet). Available from newsroom.intel.com/wp-content/uploads/sites/11/2020/08/intel-inclusion-diversity-report.pdf [Accessed September 2020]

the difference in 'not stated' responses between IPLDP and PEQF routes, additional caution is required when making comparisons. It should be noted that the 2019/20 census does not include data from the MPS, so comparison with other data sets that includes MPS data may be of limited value.

195. As previously stated, there are further limitations to the workforce census data, as not all forces submitted entry route data. There are also variances between forces in marketing and recruitment approaches that will affect recruitment demographic. The figures here are not a complete representation of recruitment but is the best data available to us. Police Now have shared thorough data for their programmes for the same time period. This can be found in [Appendix 6](#).

196.

	Ethnic minority⁸³ (%)	White (%)
IPLDP (N=5,044)	6.9	93.0
PEQF (PCDA and all DHEP routes) (N=1,816)	7.2	92.7

197. The ethnic minority category can be deconstructed to provide the following figures⁸⁴:

⁸³ As above, this follows the Home Office counting rules and does not include White minorities. As per Home Office rules, White minority groups fall under the 'White' subset.

⁸⁴ Due to limitations with the way workforce census data is collected, there is no way to further deconstruct these categories. This will likely be mitigated for in future collections (see paragraph 187).

	Asian⁸⁵ (%)	Black (%)	Mixed ethnicity (%)	Other (%)
IPLDP (N=5,044)	3.5	0.9	2.2	0.3
PEQF (PCDA and all DHEP routes) (N=1,816)	4.4	0.4	2.1	0.3

198. The full summary provides the following figures:

	Asian (%)	Black (%)	Mixed (%)	Other (%)	Ethnic minority groups total (%)	White (%)
IPLDP (N=5,044)	3.5	0.9	2.2	0.3	6.9	93.0
PCDA (N=1,221)	3.4	0.4	1.9	0.1	5.8	94.2
DHEP (N=595)	6.4	0.5	2.7	0.8	10.4	89.6
Standard DHEP (N=382)	5.2	0.8	1.6	0.5	8.1	91.9
Detective DHEP (N=15)	6.7	0	6.7	0	13.4	86.7

⁸⁵ 'Asian' and 'Chinese' were collected as separate sub-sets as part of the workforce census collection. The figures have been aggregated to better align to the national diversity code standard.

	Asian (%)	Black (%)	Mixed (%)	Other (%)	Ethnic minority groups total (%)	White (%)
Police Now – Detective Programme ⁸⁶ (N=91)	3.3	0	7.7	0	11.0	89
Police Now – Neighbourhood (N=107)	13.1	0	1.9	2.8	17.8	82.2
Pre-join Degree in Professional Policing⁸⁷ (N=19)	5.3	0	0	0	5.3	94.7
Other (N=1,412)	3.3	0.9	2.3	0.1	6.6	93.3
Total new joiners (N=8,291)	3.6	0.8	2.2	0.3	6.9	93

199. The proportion of ethnic minority new recruits on both programmes is lower than the national workforce average provided in the 2020 Home Office ADR

⁸⁶ Please see Appendix 6 for complete Police Now programme data, shared with the College by Police Now.

⁸⁷ As above, regarding the validity of this figure.

(10%).⁸⁸ Of those who shared information about their ethnicity, the majority of recruits identified as White. The proportion of PEQF recruits who identified as ethnic minority was 7.2%. For the PCDA programme, 94.2% of recruits identified as White and 5.8% identified as ethnic minority. DHEP has the highest proportion of ethnic minority joiners at 10.4%. The percentage of new joiners from the Black ethnic group is less than 1% for all entry routes including IPLDP.

200. The MPS had not implemented the PEQF routes at the time of the 2020 national workforce census. They have shared their PEQF ethnic minority recruitment data between January and March 2021.

PCDA	Ethnic minority (%)
January 2021	36
February 2021	26
March 2021	16

- 201.

DHEP	Ethnic minority (%)
January 2021	15
February 2021	15

DHEP (U)	Ethnic minority (%)
March 2021	65

⁸⁸ Office for National Statistics. (2020). 'Regional ethnic diversity' [internet]. Available from ethnicity-facts-figures.service.gov.uk/uk-population-by-ethnicity/national-and-regional-populations/regional-ethnic-diversity/latest [Accessed March 2021]

DHEP (DC)	Ethnic minority (%)
March 2021	19

202. For comparison, they have also shared IPLDP recruitment data between January and March 2019 and 2020.

IPLDP	Ethnic minority (%)
January 2019	21
February 2019	23
March 2019	25
January 2020	15
February 2020	19
March 2020	20

203. IPLDP data suggests that serving with the MPS had become less appealing as a career to those who identify with an ethnic minority group, with the proportion of ethnic minority recruits falling between 2019 and 2020. However, this figure increases in 2021 with PCDA ethnic minority recruitment as high as 36% in January, 25% in February and 16% in March 2021. Figures were also positive for DHEP programmes, with 15% of recruits identifying with an ethnic minority group in January and February 2021. Data for the March intake of the uniformed DHEP programme was 65%, well over the workforce average and the national and city-wide demographic.
204. We have also received information from Police Now indicating that 24% of participants on their 2021 detective entry programme and 27% of participants

on their most recent DHEP neighbourhood programme identify as Black, Asian or minority ethnic.

205. Expansion of the census to the 18+1 classification will allow for more detailed analysis. Forces are encouraged to monitor recruitment, retention and progression of the ethnic demographic of their new recruits, to ensure that any entry routes used have no adverse impact upon under-represented groups. Where adverse impact is identified, mitigating action should be taken when possible.

Religion or belief

PCDA

206. **Consideration:** Student loans are not currently compliant with Sharia law. The government has been seeking to develop a compliant loan system, but this has not yet been done. While there are banks that offer compliant loans, the absence of a government student loan offering leads to the possibility that PCDA may be an appealing option for Muslim people, as it provides an opportunity to obtain a degree qualification without the need to take a loan.
207. **Key PSED objective(s) considered:** Advance equality of opportunity.

DHEP and Pre-join degree (standard and accelerated)

208. **Consideration:** Student loans are not currently compliant with Sharia law. This could impact Muslim candidate access to the pre-join degree.

Mitigation: This is not unique to PEQF entry routes. As above, the government has been seeking to develop a compliant loan system, but this has not yet been completed. We will continue to monitor the situation. HEIs may wish to provide guidance to prospective students of the different finance options available, including providers of Sharia-compliant loans. The data provided by HESA below suggests that the absence of a compliant funding system has not been a significant deterrent with a slight increase in participation figures between 2018/19 and 2019/20.

Key PSED objective(s) considered: Advance equality of opportunity.

209. **Consideration:** Data indicates little variance in higher education religious demographic between 2018/19 and 2019/20:⁸⁹

	2018/19 (%)	2019/20 (%)
No religion	50	49
Buddhist	1	1
Christian	32	31
Hindu	2	3
Jewish	0	0
Muslim	11	12
Sikh	1	1
Spiritual	1	1
Any other religion or belief	2	2

All three routes

210. **Consideration:** Applicants who adhere closely to religious rites may fear that the demands of police duties may affect their ability to conduct religious observance.
211. **Mitigation:** To promote inclusion, forces can issue guidance on important points from relevant policies, such as prayer times and pilgrimage. Positive messages about the force's awareness and ability to accommodate individuals from all religions can be integrated into key marketing messages

⁸⁹ HESA. (2020). 'Who's studying in HE?' [internet]. Available from [hesa.ac.uk/data-and-analysis/students/whos-in-he](https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he) [Accessed March 2021]

and reasserted at outreach events. Reassurances could be made to leaders of local faith groups, who could further disseminate positive messaging.

Key PSED objective(s) considered: Advance equality of opportunity.

212. **Consideration:** Applicants may fear that the police service is not an employer that values difference and that they will struggle to feel included.
213. **Mitigation:** Positive messages could be asserted via marketing, and connections made with local faith groups may influence attraction. Potential applicants should be made aware of the staff association culture within the service and the availability of support networks. Many forces have in-house chaplains, prayer rooms and staff associations for specific religious and non-belief groups. HEIs have similar facilities and forums for students from varying backgrounds.
214. Forces may wish to review staff training to eliminate any possibility of discriminatory practice, reaffirm zero tolerance approaches to bullying or prejudice, foster an environment where 'calling out' negative behaviours earns respect and encourage the workforce, at all ranks and levels, to help build a truly inclusive work environment.
215. Engagement with staff associations have suggested some useful approaches taken by forces and learning providers. Suggestions include:
- providing prayer room(s)
 - recognition and celebration of religious festivals (this should also be considered when setting timetables and shift patterns)
 - approving articles of faith as part of uniforms
 - providing different learning opportunities to reflect religious diversity (for example, inputs from religious speakers on community cohesion)
 - engagement with local religious and non-belief groups and staff associations
216. The College have worked with the [National Association of Muslim Police](#) and the [National Sikh Police Association](#) to develop [guidance on faith in the workplace](#). The guidance raises awareness and includes information for

forces on how they can support inclusion. We hope to work with other staff networks to produce further information. We are currently working with the [Jewish Police Association](#) on guidance on how forces can better support Jewish officers and staff. There are future plans to work with the [Police Pagan Association](#) on guidance around the Pagan faith.

Key PSED objective(s) considered: Eliminate prohibited behaviours. Foster good relations.

217. **Consideration:** Religion is not currently collected in the annual Home Office workforce data collection.
218. **Mitigation:** We will encourage forces to collect and monitor data in respect of this protected characteristic, to establish an understanding of participation and potential disadvantage or inequality. We recognise the importance of robust workforce data collection for forces' ability to assess equality impact. We are working with the NPCC and other partners on how we can promote information sharing in the workforce.
219. **Key PSED objective(s) considered:** Advance equality of opportunity.

Data

220. Data from the College 2020 data collection confirmed that for PCDA, IPLDP and DHEP, the majority of recruits did not identify with any religion. The second-highest proportion of recruits identified as Christian. Similar data patterns emerged for PCDA and IPLDP recruits, however the proportion of DHEP recruits who did not identify with No religion or with Christianity was around 1.5% higher. Aggregating the figures for the Buddhist, Hindu, Jewish, Muslim, Sikh and Any other religion categories give totals of 4% for PCDA, 3.8% for IPLDP and 5.8% for DHEP. As with all protected characteristics, understanding disproportionality is supported by reviewing local demographic data. Forces are encouraged to undertake further reviews at a local level to ensure that mitigations are introduced to eliminate adverse impact.
221. Integrating the entry routes into the workforce census has allowed us access to a robust and quality assured data set. The census did not collect data on religion or belief in 2020 but will from 2021.

Sex

All three routes

222. **Consideration:** Each year, an increasing number of women are joining policing. The highest proportion of female officers was recorded in 2021 at 32.4%⁹⁰, an increase from the figure for 2020 (31.2%).⁹¹ A total of 41.8% of joiners in 2020/21 were female, compared to 36.8% in 2019/20. The national demographic average is 51%.⁹²

223.

Year	Proportion of female officers (%)
2017	29.1
2018	29.8
2019	30.4

224. There are more females enrolled onto first degrees than males but research indicates that these figures have plateaued since 2017.

Proportion of first degree enrolments by sex ⁹³			
	2017/18 (%)	2018/19 (%)	2019/20 (%)

⁹⁰ Flatley J. (2021). 'Police Workforce, England and Wales: 31 March 2021' [internet]. Home Office Statistical Bulletin, July 11/19. London: Home Office. Available from gov.uk/government/statistics/police-workforce-england-and-wales-31-march-2021/police-workforce-england-and-wales-31-march-2021#diversity [Accessed August 2021]

⁹¹ Flatley J. (2020). 'Police Workforce, England and Wales, 31 March 2020' [internet]. Home Office Statistical Bulletin, 20/20. London: Home Office. Available from assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/905169/police-workforce-mar20-hosb2020.pdf [Accessed September 2020]

⁹² Office for National Statistics. (2018). 'Male and female populations'. Available from ethnicity-facts-figures.service.gov.uk/uk-population-by-ethnicity/demographics/male-and-female-populations/latest [Accessed February 2020]

⁹³ HESA. (2020). 'Who's studying in HE?' [internet]. Available from hesa.ac.uk/data-and-analysis/students/whos-in-he [Accessed March 2021]

Female	56	56	56
Male	44	44	44
Other	0	0	0

225. The over-representation of females does not extend to accelerated degrees. In 2016/17, there were 14% more females on standard delivery degrees than there were on accelerated degrees. This may be linked to the gender differences in risk and debt aversion⁹⁴.
226. The same trend is true for apprenticeships. In 2018/19, there were slightly more females starting an apprenticeship (50.1% compared with 49.9%). With the exception of 2017/18, the figure for female apprenticeship starters has exceeded those for males since 2010.⁹⁵
227. These findings are also paralleled in the recruitment figures from two of the PCDA early-adopter forces.
- 228.

	Male	Female
Force 1	48.1%	51.9%
Force 2	56.3%	43.7%

229. **Consideration:** The higher probability of women having caring responsibilities may have an impact on recruitment, retention and progression. While caring responsibility is an issue relevant to both sexes,

⁹⁴ Hibbert AM, Lawrence E and Prakash A. (2008). 'Are women more risk-averse than men?' [internet]. Available from [researchgate.net/publication/228434430_are_women_more_risk-averse_than_men](https://www.researchgate.net/publication/228434430_are_women_more_risk-averse_than_men) [Accessed March 2020]

⁹⁵ Foley N. (2020). 'Apprenticeship statistics' [internet]. House of Commons Library Briefing Note, Number 6113. Available from [researchbriefings.files.parliament.uk/documents/SN06113/SN06113.pdf](https://www.researchbriefings.files.parliament.uk/documents/SN06113/SN06113.pdf) [Accessed April 2020]

women aged between 45 and 54 are more than twice as likely as other carers to have reduced working hours due to caring responsibilities.⁹⁶ The number of lone-mother families far exceeds the number of lone-father families.⁹⁷ Childcare disparity has been acknowledged in the courts, with a 2021 tribunal confirming that courts ought to acknowledge the differences in childcare duties between women and men.⁹⁸ Recent research from charity Working Mums indicate that, of the mothers they surveyed, 48% stated that the inaccessibility of wraparound childcare is affecting their career progression. A quarter of mothers said that wraparound childcare was not an affordable option.⁹⁹ A TUC and Mother Pukka survey found that 63% of mothers surveyed had insufficient childcare for the summer holiday period. Nearly half said they were managing childcare through flexible working and many have had to negotiate reduced work hours or unpaid leave.¹⁰⁰ Childcare challenges may create obstacles for all potential recruits but may have a particular impact on women wishing to join policing. It is worth noting that these challenges are not unique to the new entry routes.

230. There is a potential intersection with race, as the highest percentage of lone-parent families of all ethnic groups were Black households, at 18.9%. The lowest percentage was found among Asian households, at 5.7%.¹⁰¹
231. Those with care responsibilities may not see the accelerated degree as a possible option. HEIs will determine delivery method. They may choose to condense learning into a standard-length academic year, increasing the

⁹⁶ Carers UK. (2016). '10 facts about women and caring in the UK on International Women's Day' [internet]. Available from carersuk.org/news-and-campaigns/features/10-facts-about-women-and-caring-in-the-uk-on-international-women-s-day [Accessed October 2019]

⁹⁷ Office for National Statistics. (2019). 'Dataset: Families and households' [internet]. Available from ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/families/datasets/familiesandhouseholds [Accessed March 2020]

⁹⁸ Dobson v North Cumbria Integrated Care NHS Foundation Trust [2021] UKEAT/0220/19/LA

⁹⁹ Garner M. (2021). '48% of mums say wraparound childcare is affecting their career progression' [internet]. Available from workingmums.co.uk/48-of-mums-say-wraparound-childcare-is-affecting-their-career-progression/ [Accessed August 2021]

¹⁰⁰ TUC. (2021). 'TUC: Nearly two-thirds of working mums don't have enough childcare for school summer holidays' [internet]. Available from tuc.org.uk/news/tuc-nearly-two-thirds-working-mums-dont-have-enough-childcare-school-summer-holidays [Accessed July 2021]

¹⁰¹ Office for National Statistics. (2019). 'Families and households' [internet]. Available from ethnicity-facts-figures.service.gov.uk/uk-population-by-ethnicity/demographics/families-and-households/latest [Accessed March 2020]

number of contact hours per week. Alternatively, they may extend delivery timeframes by teaching in weeks that are ordinarily vacation times. If the latter option requires teaching delivery during school vacation times, the student may have to find or fund alternative care arrangements. They may find that any financial benefit obtained via a shorter degree is negated by increased spending on care arrangements. If teaching delivery is to be condensed, the learning intensity may deter those who fear that it would not be possible to balance the demands of the degree with care responsibilities.

232. **Mitigations:** Forces and HEIs are encouraged to monitor the data closely to understand the impact of the new programme on female representation and identify any potential barriers or inequality. Forces – and, where relevant, HEIs – are encouraged to share examples of effective practice via the [National Police Jobs and Opportunities Virtual Platform](#).
233. HEIs offering accelerated and standard programmes may wish to undertake a focused analysis into the intersection between sex, caring responsibilities and race. This analysis will allow us to understand if additional measures need to be taken to ensure the programmes are accessible to under-represented groups.
234. HEIs are encouraged to release timetable information to people with care responsibilities well in advance, so that the student can make alternative care arrangements.
235. Some HEIs will have on-site childcare facilities. This should be included in marketing material to encourage those with childcare responsibilities to apply for the pre-join degree.
236. Forces may wish to make policing more appealing to women via targeted marketing initiatives and by offering specific support opportunities for personal development, such as mentoring and encouraging connections with staff associations.
237. Forces and HEIs may wish to consider accommodations, such as flexible working and modular learning, to support those with care responsibilities. As above, we have worked with the PFEW to update the national guidance on

flexible working. Staff networks supporting women and carers may contribute to attraction, retention and progression.

238. **Key PSED objective(s) considered:** Advance equality of opportunity.
239. **Consideration:** A 2019 survey conducted by BUPA and the Chartered Institute for Personnel and Development (CIPD) reported that as many as three in five menopausal women were negatively affected at work because of menopausal symptoms.¹⁰² The average age for menopause is between 45 and 55, though is it possible to experience menopause before 40.¹⁰³ Only 13% of apprenticeship starts nationally were aged between 34 and 44, and only 9% were aged between 45 and 59.¹⁰⁴ Unfortunately, we were unable to access data that showed an intersection with gender. From Home Office census data, 2.8% of PEQF recruits were aged between 41 and 55. Only 0.1% identified as over 55. Again, unfortunately there is currently no mechanism with which to explore intersectionality with gender. Analysis on age demographic in the higher education sector aggregates all age groups above the age of 30. There is also little data to highlight intersection with gender. While there is no data to confirm that there are PEQF recruits experiencing symptoms of menopause or perimenopause, forces should ensure that they are prepared to provide support if required.
240. **Mitigation:** Many forces have established staff networks for those experiencing the menopause or perimenopause. These networks campaign to raise awareness, support colleagues and provide guidance to managers. The menopause is also a priority issue for many women's networks. Many forces also have policies on menopause in place to support management of menopausal symptoms at work. There is also [national guidance](#) on

¹⁰² CIPD. (2019). 'Majority of working women experiencing the menopause say it has a negative impact on them at work' [internet]. Available from: cipd.co.uk/about/media/press/menopause-at-work#ref [Accessed August 2021]

¹⁰³ NHS. (2018). 'Overview: Menopause' [internet]. Available from: nhs.uk/conditions/menopause/ [Accessed September 2021]

¹⁰⁴ Foley N. (2021). 'Apprenticeship statistics' [internet]. House of Commons Library Briefing Note, Number 6113. Available from researchbriefings.files.parliament.uk/documents/SN06113/SN06113.pdf [Accessed September 2021]

menopause co-produced by the College, the PFEW, and Unison. The guidance recommends that line managers consider:

- recording sickness absences relating to menopause as an ongoing health issue, rather than repeated short-term absences
- accommodating flexible working requests to help manage menopausal symptoms
- whether reasonable adjustments are necessary to support those experiencing menopausal symptoms

The guidance also reminds forces that failing to provide adequate support to those experiencing menopause or perimenopause may incur liability for sex or disability discrimination under the Equality Act 2010.

Pre-join (accelerated)

241. **Consideration:** Research indicates that 64% of the 8.8 million people in the UK struggling with debt are women.¹⁰⁵ Applicants with financial commitments or debt may find the accelerated degree particularly appealing, as the shorter course duration has the potential to be cheaper, with lower overall fees, lower associated costs (for example, travel to campus) and a shorter timeframe for living expenses to accrue. It also allows the student to graduate and enter the workplace more quickly.
242. **Mitigation:** Prospective students may be able to access student loans and maintenance grants. The HEI may also offer its own bursary or scholarship schemes. Each HEI has student support teams who can offer advice and financial guidance.

Key PSED objective(s) considered: Advance equality of opportunity.

¹⁰⁵ Money Advice Service. (2016). 'Is debt more of a female issue than male?' [internet]. Available from moneyadviceservice.org.uk/blog/is-debt-more-of-a-female-issue-than-male [Accessed March 2020]

Data

243. The 2020 Police Workforce Census¹⁰⁶ provided the following data for joiners entering via IPLDP and PEQF (PCDA and DHEP) entry routes:

	Female (%)	Male (%)
IPLDP (N=5,129)	36.4	63.6
PEQF (PCDA and all DHEP routes) (N=1,968)	39.1	60.9

244. The full summary provides the following figures:

	Female (%)	Male (%)
IPLDP (N=5,129)	36.4	63.6
PCDA (N=1,317)	34.6	65.4
DHEP (N=651)	48.1	51.9
Standard DHEP (N=398)	43.5	56.5
Detective DHEP (N=16)	56.3	43.8
Police Now – Detective Programme ¹⁰⁷ (N=95)	64.2	35.8
Police Now – Neighbourhood Programme (N=142)	49.3	50.7

¹⁰⁶ **Further information** on the workforce census and its limitations is included in this report.

¹⁰⁷ Please see Appendix 6 for complete Police Now programme data, shared with the College by Police Now.

	Female (%)	Male (%)
Pre-join Degree in Professional Policing ¹⁰⁸ (N=19)	42.1	57.9
Other (N=1,546)	33.0	67.0
Total new joiners (N=8,662)	45.6	54.3

245. As above, there are further limitations to the workforce census data, as not all forces submitted entry route data. There are also variances between forces in marketing and recruitment approaches that will affect recruitment demographic. The figures here are not a complete representation of recruitment but is the best data available to us. Police Now have shared thorough data for their programmes for the same time period. This can be found in [Appendix 6](#).
246. The national proportion of female joiners is currently 41.8%.¹⁰⁹ The percentage of female new joiners on the new PEQF entry routes exceeded this at 39.1%. There is a 2.7% differential between the routes. The PCDA had the highest proportion of male recruits. The proportion of female recruits on that entry route was lower than the national average at 34.6%. Data for DHEP suggests a positive impact, with the route having the highest percentage of female new joiners when compared to all other entry routes (48.1%).
247. The MPS had not implemented the PEQF routes at the time of the 2020 national workforce census. They have shared their PEQF recruitment data between January and March 2021.

¹⁰⁸ As above, regarding the validity of this figure.

¹⁰⁹ Flatley J. (2021). 'Police Workforce, England and Wales: 31 March 2021' [internet]. Home Office Statistical Bulletin, July 11/19. London: Home Office. Available from [gov.uk/government/statistics/police-workforce-england-and-wales-31-march-2021/police-workforce-england-and-wales-31-march-2021#diversity](https://www.gov.uk/government/statistics/police-workforce-england-and-wales-31-march-2021/police-workforce-england-and-wales-31-march-2021#diversity) [Accessed August 2021]

PCDA	Female (%)	Male (%)
January 2021	52	48
February 2021	49	51
March 2021	28	72

248.

DHEP	Female (%)	Male (%)
January 2021	51	49
February 2021	56	44

DHEP (U)	Female (%)	Male (%)
March 2021	47	53

DHEP (DC)	Female (%)	Male (%)
March 2021	58	42

249. For comparison, they have also shared IPLDP recruitment data between January and March 2019 and 2020.

	Female (%)	Male (%)
January 2019	38	62
February 2019	41	59

	Female (%)	Male (%)
March 2019	28	72
January 2020	36	64
February 2020	33	67
March 2020	32	68

250. The MPS data suggests that the PEQF entry routes are appealing to female candidates, with overall trends indicating a higher proportion of female recruits than previous recruitment via IPLDP. With the exception of the March PCDA intake, the proportion of females recruited via PEQF routes exceeded the national workforce average. For the DHEP DC route, the DHEP intake in January and February 2021 and the PCDA intake in January 2021, the number of females recruited exceeded the number of males.
251. The entry routes are now a permanent fixture of the census. With subsequent collections, our data set will grow and effective comparative analysis will be possible. Further data reporting will be included in this document.

Sexual orientation

All three entry routes

252. **Consideration:** The impact of the new entry routes on applicants from LGBT+¹¹⁰ backgrounds is unclear at present. Unfortunately, there is no workforce data on this protected characteristic. As with all protected characteristics, the entry routes have been developed to ensure that there is no adverse impact on this protected group.
253. **Mitigation:** Forces will be encouraged to collect and analyse data relating to the sexual orientation of their workforce. This data will help to inform an

¹¹⁰ Lesbian, gay, bisexual, transgender and other identifying orientations.

understanding of participation, identify limitations and support eradication of any inequality. Forces are encouraged to foster an inclusive environment that is conducive to candid and confident declaration.

254. **Key PSED objective(s) considered:** Advance equality of opportunity.

Data

255. The College 2020 data set, though limited, confirmed that the majority of recruits for PCDA, IPLDP and DHEP identified as Heterosexual or straight. A total of 73% of PCDA recruits identified as Heterosexual or straight. A total of 4% of recruits identified as Gay or Lesbian and 3.8%, identified as Bisexual.¹¹¹ Figures were similar for IPLDP with 77.8% of recruits identifying as Heterosexual or straight. The second-highest figure was for the Gay or Lesbian category at 4.6%, followed by the Bisexual category at 3%.
256. The highest proportion of DHEP recruits identified as Heterosexual or straight at 82.3%. A total of 4.3% of recruits identified as Gay or Lesbian and 4.2% identified as Bisexual. The highest recruitment rate across all programmes was for the Bisexual category.
257. Aggregating 'Gay or Lesbian', 'Bisexual' and 'Other' categories provided totals of 7.8% for IPLDP, 8.6% for PCDA and 7.6% for DHEP. The low variance between the programmes suggests that the new entry routes do not pose any additional impacts upon those who identify as gay or lesbian, bisexual or other sexual orientation. A robust data set will be available with the introduction of sexual orientation to the workforce census collection. This is under consideration. Forces are encouraged to monitor data and to continue to promote inclusion of all sexual orientations.

Socioeconomic status

All three entry routes

258. The extent to which people from different backgrounds are represented in policing is unclear at present. This is partly due to a lack of robust data

¹¹¹ Refer to the [data tables](#) for figures returned against the other subsets.

collection both at a local and national level and also because there is no clear, single definition. Unlike protected characteristics, which in principle refer to a single personal attribute, socioeconomic background and/or status requires an understanding of a range of different measures.

259. In 2018, the Civil Service worked with a range of employers, industry partners and experts to develop four socioeconomic background measures.¹¹² These measures are:

- parental qualifications
- parental occupation
- type of school attended
- eligibility for free school meals

260. We are conducting an [evaluation](#) of the new entry routes, which will include data on all nine protected characteristics and the socioeconomic status of recruits in the forces involved.

261. **Consideration:** The Social Mobility Commission's (SMC) 'The Long Shadow of Deprivation'¹¹³ reports that education drives opportunities. Their study confirms that people from disadvantaged backgrounds perform less well at school and are less likely to attend university compared to their more affluent peers growing up in the same area. This may factor into the socioeconomic demographic of those applying for the DHEP or pre-join programmes. It may also have some bearing on the demographic of those applying for the PCDA. Applicants from certain socioeconomic backgrounds or who have grown up in what the report terms as a 'deprived area' may require additional guidance and support. The report lists areas with 'low life chances', which include Bolton, Bradford, Chiltern, Hyndburn and Thanet. The relevant force areas

¹¹² Civil Service. (2018). 'Measuring Socio-economic Background in your Workforce: recommended measures for use by employers' [internet]. Available from assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/786937/Measuring_Socio-economic_Background_in_your_Workforce__recommended_measures_for_use_by_employers.pdf [Accessed June 2018]

¹¹³ Carneiro, Pedro et al. (2020). 'The long shadow of deprivation' [internet]. Available from assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/923623/SMC_Long_shadow_of_deprivation_MAIN_REPORT_Accessible.pdf [Accessed October 2020]

may wish to undertake further research into this topic and consider how they can promote equality of opportunity for people of varying socioeconomic backgrounds.

262. The SMC report 'State of the Nation 2021' explores the impact of COVID-19 on social mobility. It identified that across the UK, attainment gaps between advantaged and disadvantaged children are getting wider, with the impact of COVID-19 threatening to make poor figures against each critical measure of social mobility worse. Research indicated that a person is 60% more likely to get a professional job if they come from a privileged background rather than a working-class background. In England, disadvantaged primary school pupils were a total of seven months behind their more privileged peers.¹¹⁴ Reviewing corresponding data from the ONS allows analysis of the intersection between child poverty and ethnicity. Their evidence suggests that poverty and social deprivation is linked to educational underachievement, employment and earning opportunities.¹¹⁵ The ONS research explains that the relationship between poverty and education outcomes is complex and influenced by many different factors. There is a high prevalence of poverty among some ethnic minority groups. For example, Pakistani and Bangladeshi households are 2.8 and 2.4 times more likely to be low-income households compared to White British households. However, this does not default to low educational outcomes. Pakistani and Bangladeshi pupils who were eligible for free school meals progressed higher than the national average of all pupils. Data for Black households, where one third of children live in low-income households, showed lower than average scores. There is also variance when considering

¹¹⁴ Social Mobility Commission. (2021). 'State of the Nation 2021: Social Mobility and the Pandemic' [internet]. Available from assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1003977/State_of_the_nation_2021_-_Social_mobility_and_the_pandemic.pdf [September August 2021]

¹¹⁵ Office for National Statistics. (2020). 'Child poverty and education outcomes by ethnicity' [internet]. Available from ons.gov.uk/economy/nationalaccounts/uksectoraccounts/compendium/economicreview/february2020/childpovertyandeducationoutcomesbyethnicity#child-poverty-education-and-ethnicity [Accessed August 2021]

the intersection with sex, with girls on free school meals from the majority of ethnicities making more progress than boys.¹¹⁶

263. The Education Committee highlighted how White British pupils underperform when compared their peers in other ethnic groups. Their research indicated that the White British category gave the lowest attainment score for a free school meal eligible ethnic group, other than the Gypsy/Roma and Irish Traveller categories. The report also flagged that the proportion of White British pupils who were eligible for free school meals starting higher education by the age of 19 was the lowest of any ethnic group, other than the Gypsy/Roma and Irish Traveller categories.¹¹⁷ The report considers a number of contributing factors, including persistent and multigenerational disadvantage, regional economics, a disengagement from the curriculum and a failure to address low participation in higher education. One of the solutions offered by the inquiry is to emphasise the value of vocational training and apprenticeship options.
264. The State of the Nation report also reflects on access to university. It states that predicted grades are 'wrong over 80% of the time' and that this trend is of particular harm to disadvantaged pupils. The report recommends that universities assess how they target those from low socioeconomic backgrounds and report on this data as part of widening participation efforts. Apprenticeships are also addressed, with the report acknowledging that they can be a powerful tool for social mobility. However, it highlights that they fail to reach their social mobility potential and that COVID-19 has exacerbated issues with opportunities for disadvantaged learners.
265. **Mitigation:** Forces and universities are encouraged to measure the social diversity of recruits and students, to analyse whether there is inequality opportunity for those from disadvantaged socioeconomic backgrounds, and to provide mitigations where possible. Further information about the Widening

¹¹⁶ Ibid

¹¹⁷ Education Committee. (2021). 'The forgotten: how White working-class pupils have been let down, and how to change it' [internet]. Available from publications.parliament.uk/pa/cm5802/cmselect/cmeduc/85/8502.htm [Accessed August 2021]

Access programme, a programme designed to further promote inclusion, is provided below.

266. **Consideration:** The SMC report and other research suggests that access to level 6 education is inequitable, with a strong correlation between social background and the likelihood of pursuing higher education.¹¹⁸ Research has also indicated a prevalence of intersection between poverty and disability, with poverty rates being higher among families where at least one member is disabled, compared with families where no member is disabled.¹¹⁹ This may limit access to the new entry routes.
267. **Mitigation:** Evidence indicates widening participation in higher education, with year-on-year increases in the number of enrolments from state-funded schools or colleges.¹²⁰ UCAS reported an 8% rise between 2019 and 2020 in acceptances of applications from people who are from disadvantaged backgrounds.¹²¹
268. Forces are encouraged to develop outreach initiatives that connect with as wide an audience as possible, and to be proactive in seeking out new opportunities. Retention and progression should be monitored, with recruits provided with appropriate support mechanisms to help them achieve their potential. This also applies to the protected characteristics.
269. While socioeconomic data is not data that forces routinely collect, we can advise on initiatives to facilitate data analysis so that any potential impact may be identified and mitigated for.

¹¹⁸ Milburn A. (2012). 'University challenge: How higher education can advance social mobility' [internet]. Available from ons.gov.uk/economy/nationalaccounts/uksectoraccounts/compendium/economicreview/february2020/childpovertyandeducationoutcomesbyethnicity#child-poverty-education-and-ethnicity assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/80188/Higher-Education.pdf [Accessed September 2019]

¹¹⁹ Francis-Devine B. (2020). 'Poverty in the UK: Statistics' [internet]. House of Commons Library Briefing Note, Number 7096. Available from researchbriefings.files.parliament.uk/documents/SN07096/SN07096.pdf [Accessed April 2020]

¹²⁰ HESA. (nd). 'Who's studying in HE?' [internet]. Available from hesa.ac.uk/data-and-analysis/students/whos-in-he [Accessed September 2019]

¹²¹ UCAS. (2020). 'More students from the most disadvantaged backgrounds across the UK are set to start degrees this autumn'. Available from ucas.com/corporate/news-and-key-documents/news/more-students-most-disadvantaged-backgrounds-across-uk-are-set-start-degrees-autumn [Accessed August 2021]

270. **Mitigation:** To encourage widening access for those who may not have previously considered a career in policing, a widening access programme specification has been developed. The initiative was undertaken at the request of the PUP as a means of supporting inclusion. It is an established mechanism utilised by many HEIs to promote fair access to higher education. Policing wants to create opportunities for all. We want to support the service to attract the best possible talent from the widest pool of people, a pool that reflects the diverse demographic of the communities served. The guidance will help forces and providers to develop widening access programmes.
271. It is pertinent to note that any programme does not oblige a participant to a career in policing. The programme is designed only to support participant progression and not a means to fix a candidate to one career path. There are many reasons why a person may want to attend a widening access course – for example, to be better prepared for academic study or for entry into other associated professions, such as other law enforcement organisations (like the National Crime Agency, Ministry of Defence Police and Civil Nuclear Constabulary).
272. The widening access pathways will be either:
- a formal QAA-regulated level 3 Access to Higher Education Diploma
 - an introductory foundation programme (Year '0', level 3)
- Access to Higher Education Diplomas are designed to provide academic subject knowledge and the opportunity to learn how to approach study at university level. Learners are taught how to develop techniques that will help them succeed.
273. Some higher education providers offer their own introductory foundation programmes to support students who do not meet the entry requirements but wish to study for a degree in a particular field or institution. We will encourage participating institutions to adhere to their PSED and monitor equality impact. We will invite them to share data with us so that we can understand the reach of these programmes.

Key PSED objective(s) considered: Advance equality of opportunity

274. **Consideration:** Many of the institutions piloting the accelerated programmes had anticipated that offering more flexible learning provision would widen participation.¹²² Debt aversion is connected to who chooses to study for accelerated degrees.¹²³ Research confirms that debt-averse attitudes are stronger among students from lower socioeconomic backgrounds.¹²⁴ Debt aversion is also more common among females, mature students and those from ethnic minority backgrounds.¹²⁵ The accelerated degree's potential to cut costs may support widening participation.

Key PSED objective(s) considered: Advance equality of opportunity

Conclusion

275. The role of the police constable is essential to policing. With crime evolving to impose new and increasingly complex challenges on policing, it is essential that new recruits are given the right training to prepare them for these challenges. Britain's communities are also changing. The Policing Vision recognises that it is important that the police workforce reflects the communities it serves. This is key to legitimacy and policing by consent. It is imperative that any initiative that might shape the demographic of the police workforce is closely reviewed, to ensure that we are promoting equality of opportunity and inclusion.

276. While access to workforce data is limited for many of the protected characteristics, there is evidence to suggest that approaches adopted by

¹²² Outram S. (2009). 'Flexible learning pathfinders: a review of the pilots' final and interim reports' [internet]. Advance HE. Available from advance-he.ac.uk/knowledge-hub/flexible-learning-pathfinders-review-pilots-final-and-interim-reports [Accessed March 2020]

¹²³ Department for Education/Institute for Employment Studies. (2017). 'Accelerated degrees in higher education' [internet]. Available from assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/595637/Accelerated_Degrees_Literature_Review.pdf [Accessed March 2020]

¹²⁴ Callender C and Mason G. (2017). 'Does student loan debt deter higher education participation? New evidence from England' [internet]. Centre for Learning and Life Chances in Knowledge Economies and Societies. Available from lakes.ac.uk/sites/default/files/58.%20Callender%20and%20Mason.pdf [Accessed March 2020]

¹²⁵ Department for Education/Institute for Employment Studies. (2017). 'Accelerated degrees in higher education' [internet]. Available from assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/595637/Accelerated_Degrees_Literature_Review.pdf [Accessed March 2020]

forces and HEIs – individually and in collaboration – have real potential to attract diverse candidates to policing. We have ensured that, by integrating the EIAs into the quality assurance process, equality considerations are embedded into implementation infrastructure. For forces, this has been an invitation to engage with workforce demographics and consider initiatives to promote recruitment, successful progression and attrition of those from under-represented groups. HEIs have undertaken the same considerations but have also embedded equality concerns into pedagogy, design and delivery.

277. Diversity and inclusion teams and positive action teams across the forces are working hard to engage with people of all identities and life experiences, and to promote the many benefits of joining the police service. We are proud to be supporting this work and assisting forces to promote diversity, equality and inclusion.
278. Equality impact review is facilitated by analysis of robust data. The College-led data collections were limited by standardisation difficulties. The challenges encountered with diversity data collection are not unique to PEQF. Consistency, validity and completeness of diversity data and our understanding of workforce demographic are longstanding issues for policing. These challenges should not undermine the effort and energy being invested by forces to promote diversity, equality and inclusion in the service. We have taken steps to mitigate for these challenges. Standardised codes for diversity data monitoring have been developed. These have been endorsed by the NPCC and circulated as the new national standard.
279. To reduce the repeated requests from forces for data and to streamline diversity data collection, we have worked with the Home Office to integrate the entry routes into the Police Workforce Census. For age, workforce census data indicated that while there was a greater proportion of PCDA recruits under the age of 26, there was still a high proportion of recruits aged 26 and above. For ethnicity, while figures still fall below the national average, workforce census data provided only small differentials between the proportion of recruits who identified as ethnic minority between the IPLDP and PEQF entry routes, with the PEFQ routes showing a slightly higher proportion. Recent data from the MPS and from Police Now showed positive early

indicators of the new routes' appeal to minority ethnic groups. For sex, there was again only a minor difference between IPLDP and PEQF, with PEQF routes featuring a greater proportion of female recruits. MPS data paralleled this trend, with female candidates outnumbering male candidates on more than one intake.

280. The workforce census data was incomplete, with not all forces returning entry route data, and featured other limitations that add caveats to any findings. However, introducing the entry routes into the workforce census has offered standardisation. It also eliminates challenges created by working from data sets via multiple data extraction methods. While the protected characteristics collected in the census are limited, expansion to include more of the protected characteristics is being considered. In the future, entry route returns will be compulsory. These adaptations will allow for more in-depth analysis.
281. We will continue to review equality impact and to support forces in their own equality analysis of PEQF implementation. We are seeing great innovation and commitment from the forces towards securing a representative service. We are working with our partners – the forces, the NPCC, the PUP, the PFEW and other valued stakeholders, to ensure that we have a collaborative, coordinated approach to promoting diversity, equality and inclusion.
282. We are committed to an ongoing review of PEQF's equality impact. If you have any useful information that may help to support this EIA, please contact us at PolicingEQF@college.pnn.police.uk

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Appendix 1: Initial impact overview

An initial impact review was featured in early editions of this EIA. This overview serves as summary of potential impact identified in the project's early stages.

Protected characteristic	Impact				Key observations
	Unknown	Neutral	Negative	Positive	
Age		X			Current funding arrangements and the opportunity to earn while learning make apprenticeships appealing to a range of age groups, particularly significant proportions of older learners.
Disability		X			As was the case with the old entry route, a proportion of joiners will have a learning difference which could affect their ability to progress without adequate support. Forces are encouraged to review reasonable adjustment policies and work with HEIs to ensure that students are fully supported.
Gender reassignment	X				We welcome any data, research or other evidence of the potential impact of the new entry routes on trans individuals and communities.

Equality impact analysis: Implementation of the new entry routes for police constables

Protected characteristic	Impact				Key observations
	Unknown	Neutral	Negative	Positive	
Marriage and civil partnership	X				We welcome any data, research or other evidence of the potential impact of the new entry routes on marriage or civil partnerships.
Pregnancy and maternity	X				We welcome any data, research or other evidence of the potential impact of the new entry routes on pregnancy or maternity.
Race		X			<p>MPS research shows greater interest from those who identify as Black, Asian and minority ethnic after individuals had reviewed information on the new entry routes.</p> <p>These are viable entry routes for those who identify as being from an ethnic minority background. Forces are encouraged continue with community engagement, targeted promotion and other positive action initiatives.</p>

Equality impact analysis: Implementation of the new entry routes for police constables

Protected characteristic	Impact				Key observations
	Unknown	Neutral	Negative	Positive	
Religion or belief	X				We welcome any data, research or other evidence of the potential impact of the new entry routes on individuals who identify with a religious group and those with no belief. Further research will be done in respect of government provision of Sharia compliant student finance.
Sex				X	The growing number of women attending HEIs and starting apprenticeships show that these are viable entry routes for women. Forces are encouraged continue with community engagement, targeted promotion and other positive action initiatives.
Sexual orientation	X				We welcome any data, research or other evidence of the potential impact of the new entry routes on LGBT+ individuals and communities.

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Protected characteristic	Impact				Key observations
	Unknown	Neutral	Negative	Positive	
Socioeconomic status	X				No data available. We are conducting an evaluation on the new entry routes, which will look at outputs for differing socioeconomic groups. This will provide some evidence of participation rates. We will work with key stakeholders to identify best practice in collecting socioeconomic measures.

Appendix 2: Examples of practice

As part of the quality assurance process, forces are requested to submit force-specific EIAs for PEQF police constable entry route implementation. The service's commitment to developing a representative workforce has led to a strong level of engagement with the EIA process, with all protected characteristics given due consideration and true innovation emerging. Below are examples of practice taken from these EIAs. To support forces, examples have also been included to help forces get creative, which are drawn from broader research surrounding engagement initiatives. Initial findings suggest that in many cases, forces and HEIs intend to adopt similar approaches to widen participation and address any issues that may arise. They also show that the methods used can apply across a range of protected groups.

Practice	Examples
Outreach and engagement	
Specific information, advice or guidance tailored for protected groups.	<ul style="list-style-type: none"> ▪ HEIs host events for potential students and give information about the university, courses and support available. ▪ Officers attend HEIs and careers fairs, and promote the service as an inclusive employer. ▪ Add key points from workforce policies, such as gender reassignment, annual leave for pilgrimage, accommodations for parenting and caring responsibilities. ▪ 'Meet and greet' sessions where potential recruits come and meet serving officers.

Equality impact analysis: Implementation of the new entry routes for police constables

Practice	Examples
	<ul style="list-style-type: none"> ▪ Set up PEQF Q&A areas on the force website. ▪ Set up a dedicated email for queries relating to recruitment via PEQF. ▪ FAQs on recruitment pages e.g. can I apply if I have a disability?
Promotional resources promoting diversity.	<ul style="list-style-type: none"> ▪ Tailored marketing, such as providing materials that include information on the gender and ethnic balance. ▪ Video blogs about the experience of minority group officers and new officers on YouTube and the force's website. ▪ Research into effective use of social media streams. ▪ Videos featuring individuals from protected groups and the workforce's commitment to diversity. ▪ Evidence from one force indicates a high level of applicant engagement with outreach and promotion of the DHEP Detective pathway via Facebook.
Engaging local community groups, religious and community leaders, schools and colleges.	<ul style="list-style-type: none"> ▪ Attendance and presentations at community festivals and events. ▪ Use of local radio and other media streams. ▪ Work with schools and 'feeder' colleges. ▪ Get input from independent advisory groups made up of key community members.

Equality impact analysis: Implementation of the new entry routes for police constables

Practice	Examples
Applying for equality, diversity and inclusion kite marks, charters, etc.	<ul style="list-style-type: none"> ▪ Membership of specific groups, such as Advance HE's Athena Swan Charter, Stonewall list of organisations.
Engage staff associations.	<ul style="list-style-type: none"> ▪ Obtain ideas for outreach and connection.
Recruitment and selection	
Introduce 'blind' recruitment.	<ul style="list-style-type: none"> ▪ During the paper sift, remove information visible to the recruitment panel that may associate a candidate with a protected characteristic.
Flexible entry requirements taking account of individual skills, expertise and experience.	<ul style="list-style-type: none"> ▪ Most HEIs consider experience and skills where candidates do not hold the required academic qualifications for entry.
Sign up to the Disability Confident scheme and ensure that the recruitment process is inclusive.	<ul style="list-style-type: none"> ▪ Review recruitment processes to ensure fairness. ▪ Ensure that information regarding reasonable adjustments for support with the application and recruitment process is available on the force website, or made available very early in the process. ▪ Put mechanisms in place to ensure that reasonable adjustments can be made to support an applicant through the application, and that the recruitment process is fair and consistent.

Practice	Examples
Review application and recruitment processes.	<ul style="list-style-type: none"> ▪ Ensure that all parts of the recruitment are inclusive and do not create obstacles for someone with a protected characteristic. For example, review the questions in a written assessment for minority group stereotypes and follow neurodiversity style guides. ▪ Ensure that all those involved in recruitment have received training in equality and inclusion, and have been given time to reflect on this training. Not giving individuals the time to reflect on unconscious bias training may lead to unconscious bias.
Retention, attrition and progression	
Buddying and mentoring schemes for protected groups and individuals.	<ul style="list-style-type: none"> ▪ Student buddies. ▪ Reverse mentoring schemes.
Part-time courses and blended learning.	<ul style="list-style-type: none"> ▪ Provision of a part-time offer will give access to those who cannot commit to full-time study or work, such as individuals with caring responsibilities. ▪ Working with HEIs to develop a range of different training delivery methods to accommodate those with care responsibilities, for example, online modular learning.

Equality impact analysis: Implementation of the new entry routes for police constables

Practice	Examples
Ensure curriculum design and pedagogy is inclusive.	<ul style="list-style-type: none"> ▪ Working with HEIs to ensure that all learning content is inclusive. This can include adjusting content for learning difference and ensuring that content does not stereotype or ostracise minority groups.
Dedicated staff roles offering personal support.	<ul style="list-style-type: none"> ▪ Having lead staff for specific characteristics (such as disability and race), as well as personal tutors, advisers, mentors, coaches and buddies. ▪ Share contact emails with any new recruit from a minority group to a 'support network' of force diversity, equality and inclusion practitioners, as well as diversity allies. ▪ Establish a network of well-being advisors.
Engage staff associations.	<ul style="list-style-type: none"> ▪ Establish additional support mechanisms for recruits. ▪ Encourage new networks. ▪ Signpost new recruits to all available networks.
Regular data collection, monitoring and analysis.	<ul style="list-style-type: none"> ▪ Collect student feedback through satisfaction surveys, focus groups and student forums. ▪ Encourage the workforce to understand that full and candid declaration will help their force achieve the objectives of Policing Vision 2025, and will ensure

Equality impact analysis: Implementation of the new entry routes for police constables

Practice	Examples
	<p>that initiatives can be put in place to secure a fair and inclusive workplace for everyone.</p> <ul style="list-style-type: none"> ▪ Monitor progress and catch any problems early.
Review existing policies and introduce new policies.	<ul style="list-style-type: none"> ▪ Ensure that existing policies are fit for purpose and introduce the mechanics for ensuring that all prohibited behaviours under the Equality Act 2010 are eliminated. ▪ Introduce policies that will build an inclusive and fair workplace.
Encourage aspiration.	<ul style="list-style-type: none"> ▪ One-to-one career support discussions. ▪ Encourage specialist teams to offer 'experience days' and lead on talks about their function.

Pre join
<ul style="list-style-type: none"> ▪ Implement a curriculum strategy which embeds diversity, equality and inclusion and ensures that all curriculum planning and delivery conform to this strategy a system of reviews. Facilitate student feedback – allow students to be ‘co-creators’.
<ul style="list-style-type: none"> ▪ Encourage a culture of new generation thinkers, embolden students to be ‘change makers’ via positive dialogues communicated by all staff and social media campaigns.
<ul style="list-style-type: none"> ▪ Review curriculums to ensure ‘decolonisation’ of learning content. Implement culturally sustaining pedagogy.
<ul style="list-style-type: none"> ▪ Maintain a comprehensive understanding of student and staff demographic including (for students) retention, progression, attainment, employability etc. and orientate diversity and inclusion strategy accordingly. Have a strong understanding of admissions data including rejections according to the protected characteristics.
<ul style="list-style-type: none"> ▪ Full staff training.
<ul style="list-style-type: none"> ▪ Participate in Advance HE’s Towards Embedding Equality, Diversity and Inclusion in the Curriculum project.
<ul style="list-style-type: none"> ▪ Hold student forums to discuss topical issues e.g. the Grenfell tragedy, Windrush, knife crime, stop and search
<ul style="list-style-type: none"> ▪ Allocate personal tutors to monitor student progress including attendance and attainment and provide support to the student early if there are concerns. Ensure engagement with personal tutors is monitored.
<ul style="list-style-type: none"> ▪ Invest in learning analytics software to monitor student participation, engagement and achievement to allow problems to be identified early and introduce tailored support.
<ul style="list-style-type: none"> ▪ Provide language support sessions for students for whom English is an added language.

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|---|
| ▪ In recruitment, reframe prior academic achievement in the context of a wider array of factors e.g. disruption of formal education because of health or other reasons, care responsibilities or time in care, family or peer attitudes towards HE. |
| ▪ Develop a care leaver strategy, working with local authorities to support widening access. |
| ▪ Introduce lecture capture. |
| ▪ Introduce web based tools to support webinars, personal tutoring and video presentations. |

Appendix 3: Example initiatives to promote inclusion, by protected characteristic

As part of the quality assurance process, forces are requested to submit force-specific EIAs for PEQF police constable entry route implementation. Some examples from these EIAs, organised by protected characteristic, are listed below. Updates to this list will be made on a regular basis.

Age	<ul style="list-style-type: none"> ▪ Study skills support for those who have been away from education for an extended time. ▪ Flexible working accommodations for those with caring responsibilities. ▪ Review of starter salaries. ▪ 'Myth-busting' the notion of apprenticeships only being for younger people.
Disability	<ul style="list-style-type: none"> ▪ Review estates to ensure accessibility e.g. ramps, signage, hearing loops, lifts, adapted chairs and desks, accessible toilets, display screen audits. ▪ Sign up to the Disability Confident scheme. ▪ Ensuring policies (for example, reasonable adjustment, neurodiversity, disability policies) are fit for purpose. ▪ Auditing reasonable adjustment processing times.
Gender reassignment	<ul style="list-style-type: none"> ▪ Review processes and gender reassignment policy to ensure that they are fit for purpose. ▪ Consider introducing gender neutral facilities.

Equality impact analysis: Implementation of the new entry routes for police constables

	<ul style="list-style-type: none"> ▪ Ensure that all managers (and officers and staff of any rank or grade) have read and understood the NPCC trans guidance. ▪ Work towards achieving Stonewall Workplace Equality Index standards.
Marriage and civil partnership	<ul style="list-style-type: none"> ▪ Review processes and policy to ensure that they are fit for purpose.
Pregnancy and maternity	<ul style="list-style-type: none"> ▪ Review processes and policy to ensure that they are fit for purpose.
Race	<ul style="list-style-type: none"> ▪ Involve staff associations to help in engagement campaigns and to support new recruits. ▪ For pre-join, involve student associations in engagement. ▪ Monitor data for retention, achievement, disciplinary, promotion, progression, exit. ▪ Connect with community groups. ▪ Upskill interviewers. Ensure representation at recruitment panels. ▪ Offer mentoring, coaching, ride-along schemes. ▪ Be transparent about the application process and provide support and guidance throughout vetting. ▪ Produce and publish ethnicity pay gaps. ▪ Review representation at different ranks.

Religion	<ul style="list-style-type: none"> ▪ Provision of multi-faith prayer rooms. ▪ Flexibility in prayer room space to allow for men and women to pray separately if preferred. ▪ Ablution facilities provided in the vicinity of the prayer room. ▪ Where there is no easy access to a place of worship, congregational prayers held at the police site on key observance days, for example, Fridays and Sundays. ▪ An active chaplaincy, to provide counselling and other support. ▪ Multi-faith wellbeing days. ▪ Publicise key religious dates on the force website and other social media platforms. ▪ Encourage people of no religion or belief or other religious groups, to better understand another religion via common experience e.g. 'Fast for a day'. ▪ Canteen to cater for special dietary needs. ▪ Maintain a diversity calendar which features key dates. ▪ Involve staff associations to help in engagement campaigns and to support new recruits. ▪ For pre-join, involve student associations in engagement.
Sex	<ul style="list-style-type: none"> ▪ Involve staff associations to help in engagement campaigns and to support new recruits. ▪ Flexible working and blended learning options for those with care responsibilities (applies to both men and women but added here due to the higher prevalence of females as primary carers). ▪ Review and publish gender pay gaps.

Equality impact analysis: Implementation of the new entry routes for police constables

	<ul style="list-style-type: none"> ▪ Review representation at different ranks.
Sexual orientation	<ul style="list-style-type: none"> ▪ Involve staff associations to help in engagement campaigns and to support new recruits. ▪ For pre-join, involve student associations in engagement. ▪ Participate in community events such as Pride.
General	
	Wellbeing
	<ul style="list-style-type: none"> ▪ Regular wellbeing checks including 'mini health checks' and advice on wellbeing and mental health. ▪ Blogs on stress and mental health. ▪ Contemplation rooms for private and group use (particularly helpful for those who have attended at traumatic incidents)

Appendix 4: Review of College-led diversity data collection 2020

- Data relevant to: 1 April 2019 to 31 March 2020.

Existing challenges

1. **Data issue:** In the 2019 College-led data collection, responses were received from 27 forces.¹²⁶ The 2020 College data collection received 22 responses.¹²⁷ While there were five fewer responses this year, many of the 2019 responses were unusable due to inconsistency in data returns.
2. **Mitigation:** We have received feedback to indicate that much of the difficulty in providing a response is the frequency with which forces are asked to meet workforce data requests, from multiple agencies. We have attempted to reduce this pressure for forces by working with the Home Office to integrate entry route information into the Home Office Police Workforce Census. The census data will form the basis of subsequent analysis.
3. **Data issue:** The data collection period was amended to parallel the Home Office collection to assist forces and to increase the likelihood of our receiving complete returns. This variance prevents us from completing a comparative analysis between this and the previous data collection. Comparative analysis was unlikely to have offered meaningful insight, due to the first data collection having taken place at such an early stage of implementation for many forces.
4. **Mitigation:** As above, we have worked with the Home Office to establish the Police Workforce Census as our method of data collection moving forwards. The census will offer us a higher level of data standardisation and therefore quality assurance. This solution also supports forces by reducing the number

¹²⁶ Avon and Somerset, Bedfordshire, Cambridgeshire, Hertfordshire, Cheshire, City of London, Derby, Leicester, Dorset, Devon and Cornwall, Durham, Dyfed Powys, Gloucester, Gwent, Kent, Essex, Lancashire, Lincolnshire, MPS, South Wales, Staffordshire, Surrey, Sussex, Thames Valley, West Midlands, West Yorkshire and Wiltshire.

¹²⁷ Avon and Somerset, Cheshire, City of London, Cumbria, Derbyshire, Devon and Cornwall, Dorset, Durham, Dyfed Powys, Gwent, Lancashire, Leicestershire, Merseyside, Northumbria, Nottinghamshire, Staffordshire, Surrey, Sussex, Warwickshire, West Mercia, West Midlands, West Yorkshire

of requests for workforce data. The census represents a long-term solution to diversity data collection challenges.

5. **Data issue:** While we have introduced standardised diversity data codes, forces will need time to apply this standard. As such, some of the issues encountered for the 2019 data collection will continue to apply for the 2020 collection.
- Many forces are using different codes for age.
 - Some forces do not collect sex and gender separately.
 - Some forces collect marriage and civil partnership as a single category.
 - Because of the duration of their service, some leavers recorded as 'IPLDP leavers' may not have been recruited via IPLDP.

Data review by protected characteristic

6. The analysis below is produced from useable data received from the 2020 data collection.

Age

7. **Key points:**
- The highest number of PCDA recruits were in the 25 and under age category.
 - The highest number of IPLDP recruits were in the 26 to 40 age category.
 - There were more recruits in the 41 and over age category for IPLDP than PCDA or DHEP. However, the data we had to calculate recruitment rate gave a higher rate for the 41 and over age categories for PCDA than IPLDP.
 - The DHEP recruitment rate for the 41 to 55 age category is low compared to the 25 and under and 26 to 40 age categories, at 9% compared to 24.3% and 24.6% respectively. Forces are encouraged to monitor the situation to ensure that the DHEP recruitment process does not pose any particular obstacles for applicants aged 41 and over.
 - Forces are encouraged to review PCDA attrition and consider introducing immersion days to help acclimatise recruits to the policing environment.

- A significant difference between IPLDP leavers in the 41 to 55 age category compared to the 25 and under age category may prompt forces to conduct and review exit interviews to ensure that there are no significant challenges against this age category.
- To see the figures returned against each category, please access the data tables [here](#).

8. Summary:

Useable data was received from 16 forces for PCDA recruitment analysis. The majority of candidates (53.2%) were in the youngest 25 and under age category. However, the difference in recruitment figures between this category and 26 to 40 age category is minimal at 9.2%. This may allay fears that the PCDA is only of interest to younger age groups. We know forces have considered this and have introduced mitigations – for example, targeted advertising and reviewing starter salaries so that they are competitive and appealing to all age categories.

9. From data from 12 forces, the highest PCDA recruitment rate is achieved by candidates in the 26 to 40 age category at 21.2%. This is followed by the 25 and under age category at 18.6%. However, the over-55 age category does not deviate significantly from these figures, at 16.7%. The application numbers indicate that the programme is more attractive to people aged 40 and under. However, recruitment rates suggest that there are no issues in the recruitment process for older candidates.
10. A similar pattern occurs for IPLDP recruits. Useable data from 12 forces confirms that 50.9% candidates identified with the 26 to 40 age category. The second-highest age category was 25 and under at 44.3%. There was a higher proportion of candidates in the 41 and over age category than for PCDA at 4.8%. However, the difference between the two programmes is only 2%.
11. The highest proportion of DHEP recruits were 25 and under at 54.1%. Given the average age of degree completion, this may suggest that graduates are choosing policing as a career soon after graduation. The DHEP may still serve as an appealing option for older candidates who wish to explore new career routes, with the second-highest age category being the 26 to 40

category, at 43.1%. The lowest category was the 41 to 55 category representing only 2.8% of applications. Recruitment rate for this age category is low when compared to the 25 and under and 26 to 40 age categories at 9% compared to 24.3% and 24.6% respectively. Forces are encouraged to monitor the situation to ensure that the DHEP recruitment process does not pose any particular obstacles for applicants aged 41 and above.

12. The majority of PCDA leavers featured in the 25 and under age category. The useable data we received from ten forces indicated a high leaver proportion of 50%. This may be because of the demands of the programme. Alternatively, it may be because the role was not what the candidate had anticipated. Forces are encouraged to conduct exit interviews to understand reasons for leaving. Many forces are integrating 'immersion' events into both recruitment campaigns and PCDA implementation to help recruits acclimatise to a policing environment. Student feedback to forces tells us that these initiatives are extremely beneficial and may well support retention.
13. People over the age of 41 made up 68.6% of IPLDP leavers, compared to only 10.9% for PCDA. Only 4.1% of IPLDP leavers were in the 25 and under age category. As above, any analysis drawn from this differential is problematic, as the data may be affected by high numbers of long-serving officers leaving who may not have been recruited via IPLDP. Further analysis at a local level will uncover any particular issues that require mitigation.

Disability

14. Key points:

- PCDA had the highest proportion of recruits with a disability at 4.2%, compared to 2.8% for IPLDP recruits. The proportion of DHEP recruits with a disability was 3.9%.
- Leaver rates for PCDA and IPLDP were not dissimilar, with 4.3% of PCDA leavers having a disability compared to 3.6% of IPLDP leavers.
- Recruitment figures for PCDA, IPLDP and DHEP for disability are low and significantly under the national average of working adults with a disability. However, there are certain disabilities that preclude application to the service. Forces may wish to undertake a detailed analysis of which

disabilities are shared by their workforce to improve their understanding of this protected characteristic.

- To see the figures returned against each category, please access the data tables [here](#).

15. Summary:

Useable data was received from 17 forces for PCDA recruitment analysis. The majority of recruits did not have a disability at 85.7%. A total of 4.2% of recruits have a disability. A number of recruits did not disclose this information, with 1.8% choosing not to say and 8.4% choosing not to select any option. A total of 2.8% of IPLDP recruits have a disability. Difference in recruitment rate between 'disabled' and 'not disabled' categories is most marked for the DHEP at 4.8%. This was 1.5% for IPLDP and 0.7% for PCDA. A total of 3.9% of DHEP recruits have a disability.

16. Recruitment figures for all three programmes for disability are low and significantly under the national average of working adults with a disability (16%).¹²⁸ There is currently no national figure for representation in the police workforce with which we can compare. There are certain disabilities that preclude someone from becoming a police constable, which has not changed with the introduction of the new entry routes. These figures and the high proportion of non-disclosure may, however, point to broader concerns around inclusion. Forces may wish to undertake a detailed analysis of which disabilities are shared by their workforce to allow for a meaningful comparative analysis with the national demographic and to improve their understanding of this protected characteristic.
17. Fewer than 4.4% of PCDA leavers have a disability, compared to 56.5% of leavers that did not have a disability. IPLDP leaver figures showed 3.6% of leavers having a disability, compared to 29.7% that did not have a disability.

¹²⁸ Office for National Statistics. (2014). 'Disability Facts and Figures'. Available from gov.uk/government/publications/disability-facts-and-figures/disability-facts-and-figures [Accessed October 2020]

For IPLDP, the greatest proportion of leavers chose not to share this information (66.5%).

Gender reassignment

18. Key points:

- The majority of candidates for the PCDA, IPLDP and DHEP programmes indicated that their gender identity was the same as the sex that they were assigned at birth.
- The PCDA had the highest number of recruits whose gender did not correspond with birth sex but the figure was only 0.2% higher than IPLDP. The figures are near the Stonewall best estimate on the proportion of the national population who identify as trans.
- PCDA recruitment rates only showed a slight difference between those who did and did not identify with their birth sex, at 0.8%.
- Comparing PCDA and IPLDP leaver figures do not indicate any issues with PCDA for this protected characteristic.
- To see the figures returned against each category, please access the data tables [here](#).

19. Summary:

The majority of PCDA recruits at 55.8%, from useable data from 13 forces, identified their gender as male. A total of 31.3% of recruits identified as female. Figures were not dissimilar for IPLDP, with recruits identifying as female making up 37.1%, compared to 58.6% identifying as male. The figures were more balanced for DHEP, with 29.3% of recruits identifying as female, compared to 43.8% identifying as male.

20. For all three programmes, the majority of recruits said that their gender was the same as the sex they were assigned at birth. The programme with the highest number of people whose gender was not the same as the sex they were assigned at birth was IPLDP, with 0.6% of recruits selecting 'no'. The difference with PCDA was nominal with a figure of 0.6%. This suggests that any impact PCDA has on this protected characteristic is not dissimilar to

IPLDP. However, data has been received from a limited number of forces and a larger database further along implementation will further our understanding.

21. Unfortunately, there is no Home Office workforce data for gender reassignment with which we could undertake comparative analysis. The recruitment totals featured do, however, align with the Stonewall estimate on the proportion of the national population who identify as trans (1%).¹²⁹
22. PCDA recruitment rates only showed slight differences between 'yes' and 'no' categories, with a difference of 0.8%. The difference was more marked for IPLDP, with those not identifying with the sex they were assigned at birth featuring the higher recruitment rate of 30.8%, compared to 18.4%. Unfortunately, there was no data available for DHEP.
23. Leaver figures do not indicate any issues for this protected characteristic. There were no PCDA leavers. A total of 2.4% of IPLDP leavers selected the 'no' category, compared to 24% who selected 'yes'. The majority of IPLDP leavers chose not to share any information.

Marriage and civil partnership

24. Key points:

- For IPLDP, PCDA and DHEP, the majority of recruits were not married or in a civil partnership.
- IPLDP recruits were more likely to be married than PCDA or DHEP recruits.
- The majority of IPLDP leavers were married, making up 58% of leavers overall.
- To see the figures returned against each category, please access the data tables [here](#).

¹²⁹ Stonewall. (Unknown). 'The truth about trans' [internet]. Available from stonewall.org.uk/truth-about-trans#:~:text=The%20best%20estimate%20at%20the,population%20of%20over%2060%20million. [Accessed October 2020]

25. Summary:

The highest proportion of recruits were not married or in a civil partnership, accounting for 31.4% of PCDA recruits, 71.2% of IPLDP recruits and 43.1% of DHEP recruits. The highest proportion of married recruits was found against the IPLDP programme at 15.9%. Only 5.3% of PCDA and 5.3% of DHEP recruits were married.

26. There was not much leaver data returned for the PCDA or the DHEP programmes from which to draw analysis. For IPLDP, the majority of leavers were married, making up 58% of leavers overall. There may be parallels between the average age of marriage and the highest age category for IPLDP leavers in the 41 to 55 age category. A total of 35.3% of IPLDP leavers were not married or in a civil partnership.

Pregnancy and maternity

27.

- For PCDA and DHEP programmes, none of the recruits were either pregnant or had given birth in the last 26 weeks.
- For PCDA, IPLDP and DHEP programmes, none of the leavers were either pregnant or had given birth in the last 26 weeks.
- Low figures against candidates recruited via IPLDP means that we are unable to disclose data without compromising the right to privacy.
- To see the figures returned against each category, please access the data tables [here](#).

Race**28. Key points:**

- The majority of PCDA recruits identified as White at 89.3%. The proportion of recruits who identified as Black, Asian and minority ethnic was 5.2%.
- The majority of IPLDP recruits identified as White at 89.6%. The proportion of recruits who identified as Black, Asian and minority ethnic was 5.6%.
- Data is limited and further analysis is still required. However, from this data set, the low differential between PCDA and IPLDP programmes suggests

that in comparison to IPLDP, PCDA does not have an adverse impact on ethnic minority groups.

- The majority of DHEP recruits identified as White at 88.9%. The proportion of recruits who identified as Black, Asian and minority ethnic was 7.4%.
- The figures returned against DHEP leavers were too small for us to draw any analysis.
- The majority of PCDA and IPLDP leavers identified as White – English/Welsh/Scottish/Northern Irish/British at 87% and 89.5% respectively.
- To see the figures returned against each category, please access the data tables [here](#).

29. Summary:

Useable data was received from 17 forces for PCDA recruited analysis. The majority of recruits identified as White – English/Welsh/Scottish/Northern Irish/British at 86.3%. The total proportion of White recruits (including all White subsets) was 89.3%. In the Mixed category, the highest proportion of recruits identified with the Mixed – White and Asian subset at 1.1%. The total proportion of recruits who identified with the Mixed category (including all Mixed subsets) was 2.1%. The highest proportion of recruits under the Asian and Black categories identified as Asian – Pakistani, giving a total of 1.1%. The total proportion of recruits who identified as Asian, Black or Other ethnic group was 3%. To align with Home Office reporting, aggregating this with the total for the Mixed subsets provides a total of 5.2%. This is 4.8% less than the 10% of joiners who identified as Black, Asian and minority ethnic in the 2020 Home Office workforce data report.¹³⁰ However, it is pertinent to note that this is a limited data set and we did not receive a data return from the MPS or GMP. Both forces were distinguished by the last national workforce report as

¹³⁰ Flatley J. (2020). 'Police Workforce, England and Wales, 31 March 2020' [internet]. Home Office Statistical Bulletin, July 20/20. London: Home Office. Available from assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/905169/police-workforce-mar20-hosb2020.pdf [Accessed October 2020]

forces who have had the highest level of Black, Asian and minority ethnic joiners. Their figures would have had a key bearing on the results here.

30. For the PCDA programme, the highest recruitment rate was for the White – Irish subset at 56.3%. This was followed by the Black – Caribbean subset at 42.9%. The subsets with the lowest recruitment rates were the Mixed – White and Black African and Black – African subsets at 3.8% and 4.8% respectively. Forces may wish to review this at a local level to ensure that there are no obstacles against these groups.
31. For IPLDP analysis, useable data was received from 15 forces. The highest number of recruits identified as White – English/Welsh/Scottish/Northern Irish/British at 88%. The total proportion of White recruits (including all White subsets) was 89.6%.
32. In the Mixed category, the highest proportion of recruits identified with the Mixed – White and Black Caribbean subset at 1.3%. The total proportion of recruits who identified with the Mixed category (including all Mixed subsets) was 1.9%. This gives a difference of 0.2% between IPLDP and PCDA.
33. The highest proportion of recruits under the Asian category identified as Asian – Indian with a total of 1%. Recruitment total for the Asian – Pakistani category was the same for both PCDA and IPLDP, with 17 recruits. For IPLDP, the Asian subsets collated give a total of 2.5%.
34. The highest proportion of recruits under the Black category identified as Black – Caribbean, with a total of 0.3%. The total under the Black category is 0.6%. To align with Home Office reporting, aggregating the totals for Asian, Black, Mixed and Other subsets provides a total of 5.6%. This is slightly higher than the total for PCDA with a difference of 0.4%. Neither the PCDA nor IPLDP programmes recruited people who identified as White – Gypsy or Irish Traveller or Other – Arab. Forces may wish to review their processes and outreach to ensure that there are no obstacles against these groups.
35. The highest IPLDP recruitment rate was for the Other – Any other ethnic group at 42.9%. This was followed by the White – English/Welsh/Scottish/Northern Irish/British subset at 10.3%. The subsets

with the lowest recruitment rates were the Asian – Bangladeshi and Mixed – White and Asian subsets with 0.8% and 0.9% respectively.

36. For DHEP analysis, useable data was received from seven forces. The highest number of recruits identified as White – English/Welsh/Scottish/Northern Irish/British at 85.5%. The second-highest was the Asian – Pakistani subset with 2.1%. Low figures meant that it was not possible to disclose all data by subset. To align with Home Office reporting, aggregating the totals for Asian, Black, Mixed and Other subsets provides a total of 7.4%. This is higher than the figures against these categories for either PCDA or IPLDP. It may suggest that DHEP is an appealing option for those who identify with an ethnic minority group.
37. The highest DHEP recruitment rate was for the Other – Arab subset at 50.0%. This was followed by the White – Irish subset at 37.5%. The subsets with the lowest recruitment rates were the Mixed – White and Asian and Asian – Pakistani subsets with 12.5% and 17% respectively. The Mixed – White and Asian subset features twice in lowest recruitment rate analysis, having been flagged for both IPLDP and DHEP. This is something forces may wish to review further to ensure that there is no adverse impact against this group.
38. The majority of PCDA leavers identified as White – English/Welsh/Scottish/Northern Irish/British at 87%. Leavers from all other ethnicities (including White – Any other White background) accounted for less than 10.8% of leavers overall. Figures against the White category were higher for IPLDP leavers, with a total of 91.8%. All other ethnicities accounted for 4.8%. Unfortunately, the figures returned against DHEP were too low for us to draw any analysis. Fewer than five people left across the White – Any other White background and Asian – Pakistani subsets.

Religion

39. Key points:

- For PCDA, IPLDP and DHEP, the majority of recruits did not identify with any religion. The second-highest proportion of recruits identified as Christian.

- Similar data patterns emerged for PCDA and IPLDP recruits. However, the proportion of DHEP recruits who did not identify with 'no religion' or with Christianity was around 1.5% higher, at 5.8%.
- A total of 45.7% of PCDA leavers did not identify with a religion, compared to 17.4% who identified as Christian. Conversely, only 14.4% of IPLDP leavers did not identify with a religion, compared to 39% who identified as Christian.
- Aggregating the figures for the Buddhist, Hindu, Jewish, Muslim, Sikh and 'any other religion' categories give totals of 4% for PCDA, 3.8% for IPLDP and 5.8% for DHEP.
- As with all protected characteristics, understanding disproportionality is supported by reviewing local demographic data. Forces are encouraged to undertake further reviews at a local level to ensure that mitigations are introduced to eliminate adverse impact.
- To see the figures returned against each category, please access the data tables [here](#).

40. **Summary:**

With useable data for PCDA analysis from 17 forces, the majority of PCDA recruits did not identify with a religion at 48.6%. The second-highest proportion of recruits identified as Christian at 22.8%. Other religions including Buddhism, Hinduism, Judaism, Islam, Sikhism and Any other religion accounted for 4% of recruits. The highest recruitment rate was for the Jewish subset at 50%, followed by Any other religion at 33.9%. The lowest recruitment rate subset was Sikhism at 4.5%. Forces may wish to undertake further analysis to ensure that there are no obstacles against this group.

41. The patterns emerging from the fifteen forces that returned data for IPLDP were similar. The highest proportion of recruits at 52.3% did not identify with a religion. The second-highest figure was for Christianity at 28.8%. Other religions including Buddhism, Hinduism, Judaism, Islam, Sikhism and all other religions accounted for 3.8% of recruits, a similar figure to that of PCDA. The lowest recruitment rate subset was Islam at 4.5%. A force area's local demographic will have a bearing on whether the figures against each religion

are disproportionate. Forces are encouraged to undertake further investigation at a local level to understand if there are adverse impacts against particular faith groups that require mitigation.

42. Data for DHEP was received from seven forces. As with PCDA and IPLDP, the vast majority of recruits did not identify with a religion, at 49.5%. The second-highest proportion of recruits identified as Christian at 25.8%. However, the figure for all other religions accounted for 5.8%, higher than that of IPLDP or PCDA. The highest recruitment rate subset was Hinduism at 66.7%. The lowest recruitment subset was, like IPLDP, Islam at 13.3%. Further review by forces is encouraged across DHEP and all other entry routes, to ensure that policing is inclusive and a profession that is accessible to people of all religions and beliefs.
43. A total of 45.7% of PCDA leavers did not identify with a religion, compared to 17.4% who identified as Christian. For PCDA, the Buddhist, Hindu, Jewish, Muslim, Sikh and 'any other religion' categories accounted for less than 10.8% of leavers. For IPLDP, this figure was only 3.8%. The figures returned for DHEP were unfortunately too low for us to produce any analysis.

Sex

44. Key points:

- The proportion of male to female recruits was higher for PCDA, IPLDP and DHEP.
- The proportion of female recruits joining via DHEP (36.2%) was closer to the national workforce figure than either PCDA or IPLDP.
- Small differentials in recruitment rates between male and female recruits appeared for all programmes but were lowest for IPLDP and highest for PCDA. Forces are encouraged to monitor this further to ensure that this is not indicative of adverse impact.
- Male leavers for both PCDA and IPLDP far exceeded the proportion of female leavers, with males as much as two and a half times more likely to leave IPLDP.

- To see the figures returned against each category, please access the data tables [here](#).

45. Summary:

Useable data for PCDA analysis was received from 11 forces. The majority of recruits identified as male at 47.1%. The proportion of female recruits was 25.5%, 11.5% less than national joiner figure of 37%.¹³¹ A total of 1.4% of recruits identified as intersex or 'other'. Recruitment rates were more favourable towards males at 19.4% compared to 15.9% for females, a difference of 3.5%.

46. The proportion of male recruits was also higher for IPLDP recruits, data for which we received from eight forces. Men accounted for 65.5% of recruits compared to 34.5% for females. The figure for females was 9% higher than that of PCDA recruits but 2.5% less than the national female joiner figure. Recruitment rates showed only a small difference of 0.9% between males and females, suggesting that there are no significant issues with equality of opportunity. No IPLDP recruits identified as intersex.
47. A similar trend emerges for DHEP recruits, with the proportion of male recruits at 51.6% compared to 36.2% for females. The DHEP-recruited figure for females is the nearest to the national figure, with only a 0.8% differential. Recruitment rates between male and female recruits showed a small differential of 1.8%. No DHEP recruits identified as intersex. The relatively high figure for 'no information given' for PCDA (26.1%) and DHEP (12.2%) programmes will have a bearing.
48. The proportion of male to female PCDA leavers is considerably higher, at 40.7% compared to 25.9%. There was a similar finding for IPLDP leavers, with there being two and a half times more male leavers than female. Fewer

¹³¹ Flatley J. (2020). 'Police Workforce, England and Wales, 31 March 2020' [internet]. Home Office Statistical Bulletin, July 20/20. London: Home Office. Available from assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/905169/police-workforce-mar20-hosb2020.pdf [Accessed October 2020]

than five IPLDP leavers who identified as intersex left the service. The figures returned for DHEP were too low for us to draw any useful analysis.

Sexual orientation

49. Key points:

- The majority of recruits for PCDA, IPLDP and DHEP identified as heterosexual or straight.
- Aggregating gay or lesbian, bisexual and 'other' categories provided totals of 7.8% for IPLDP, 8.6% for PCDA and 7.6% for DHEP.
- The highest recruitment rate across all programmes was for the bisexual category.
- The greatest proportion of PCDA, IPLDP and DHEP leavers identified as heterosexual or straight.
- To see the figures returned against each category, please access the data tables [here](#).

50. Summary:

Useable data for PCDA analysis was received from 17 forces. The majority of recruits identified as heterosexual or straight at 73%. A total of 4% of recruits identified as gay or lesbian and a similar figure, 3.8%, identified as bisexual. Recruitment rates between categories do not show any significant issues related to equality of opportunity, with a 5.8% differential between the highest recruitment rate for people who identify as bisexual, at 22.2%, compared to those who identify as heterosexual or straight at 16.4%. The recruitment rate for people who identify as gay or lesbian was 19.1%. Unfortunately, there is no Home Office national workforce data with which to undertake comparative analysis.

51. Figures were very similar for IPLDP, with 77.8% of recruits identifying as heterosexual or straight. A total of 4.3% of recruits identified as gay or lesbian and 4.2% identified as bisexual. Recruitment rate differentials were even lower than that of PCDA at 3.7%. As with PCDA, the highest recruitment rate was for the bisexual category at 12.3%. The lowest figure was for the

heterosexual or straight category at 8.6%. The figure for the gay or lesbian category was 10.3%.

52. The highest proportion of DHEP recruits identified as heterosexual or straight at 82.3%. The second-highest figure was for the gay or lesbian category at 4.6%, followed by the bisexual category at 3%. Recruitment differentials were lower than both PCDA and IPLDP at 1.7%. As with the other programmes, the highest recruitment rate was for the bisexual category at 22.2%, only a 0.2% difference to the figure for the heterosexual or straight category. The lowest figure was for the gay or lesbian category at 20.5%.
53. The greatest proportion of PCDA leavers identified as heterosexual or straight at 89.1%. For IPLDP, a total of 77.8% of leavers identified as heterosexual or straight. Aggregating gay or lesbian, bisexual and 'other' categories produced a total of 8.6% for IPLDP, compared to only 2.2% for PCDA. A significant proportion of IPLDP leavers, 48.5%, did not give any information. Unfortunately, there was no information returned for DHEP.

The PCDA evaluation

54. The College is conducting an evaluation of the PCDA. The evaluation aims to understand PCDA's delivery and outcomes in seven early-adopter forces.¹³² It will run until 2023 to ensure that the first cohort of recruits can be followed through to completion of the PCDA and into their first year as confirmed police constables. It serves as a four-year longitudinal survey of PCDA student officers and comparison with the IPLDP cohort.
55. The evaluation methodology included collecting data via an online survey sent to individuals on the PCDA and IPLDP entry routes. The survey was designed to collect data on the nine protected characteristics, as well as a range of other demographic characteristics. Out of 418 officers, 318 responded (response rate 76%). Data was available from 181 student officers on the PCDA and from 137 student officers concurrently on IPLDP. The following

¹³² Gwent, Nottinghamshire, Northamptonshire, Northumbria, South Wales, Staffordshire and West Midlands

table provides a summary of the protected characteristics of PCDA and IPLDP survey respondents. The evaluation report can be accessed [online](#).

56.

Protected characteristic	PCDA student officers (%)	IPLDP student officers (%)
Age	n=181	n=137
18-24	44	28
25-34	46	58
35-44	7	9
45-54	n<5 ¹³³	4
Prefer not to say	n<5	0
Disability	n=181	n=137
Disabled	n<5	4
Not disabled	96	94
Prefer not to say	n<5	n<5
Gender reassignment	n=181	n=137
Gender identity same as given at birth	99	99
No	0	0

¹³³ Where the number of respondents is less than five, the exact figures in this table are not reported to maintain anonymity.

Protected characteristic	PCDA student officers (%)	IPLDP student officers (%)
Prefer not to say	n<5	n<5
Marriage and civil partnership	n=181	n=137
Single	52	45
Cohabiting	25	24
Married	17	26
Divorced or civil partnership dissolved	n<5	n<5
Civil partnership	n<5	n<5
Prefer not to say	4	n<5
Pregnancy and maternity leave	n=181	n=137
No intended leave	96	93
Maternity leave	0	n<5
Paternity leave	n<5	4
Adoption leave	0	0
Shared parental leave	0	0
Prefer not to say	n<5	n<5
Ethnicity	n=181	n=137
White	88	91

Protected characteristic	PCDA student officers (%)	IPLDP student officers (%)
Black, Asian and minority ethnic	10	8
Prefer not to say	n<5	n<5
Religion	n=181	n=137
No religion	58	60
Christian	28	32
Muslim	6	n<5
Sikh	0	0
Jewish	0	0
Hindu	n<5	0
Buddhist	n<5	n<5
Prefer not to say	8	5
Sex	n=181	n=137
Female	36	39
Male	63	61
Prefer not to say	n<5	0
Sexual orientation	n=181	n=137
Heterosexual/straight	90	88
Gay or lesbian	3	7

Protected characteristic	PCDA student officers (%)	IPLDP student officers (%)
Bisexual	n<5	n<5
Prefer not to say	5	n<5
Total number of respondents	181	137

57. The following table provides a summary of other demographic characteristics collected from PCDA and IPLDP survey respondents.

Characteristic	PCDA student officers (%)	IPLDP student officers (%)
Caring responsibilities	n=181	n=137
Caring responsibilities	19	26
No caring responsibilities	81	74
Highest level qualification on entering the service	n=181	n=137
Undergraduate degree and higher	27	42
Level 4/5	14	15
A levels and other Level 3	45	27
GCSEs and other Level 2	9	12
Prefer not to say	n<5	n<5

Characteristic	PCDA student officers (%)	IPLDP student officers (%)
Other	3	n<5
Socioeconomic background – parents' highest-level qualification	n=181	n=137
One or both have a degree-level qualification	31	30
Qualification below degree level	38	35
No formal qualifications	11	9
Don't know	18	20
N/A	n<5	n<5
Prefer not to say	n<5	4
Other	0	n<5
Socioeconomic background – eligibility for free school meals	n=180	n=135
Yes	18	19
No	71	64
Don't know	8	n<5
N/A	n<5	13
Prefer not to say	n<5	n<5

Characteristic	PCDA student officers (%)	IPLDP student officers (%)
Socioeconomic background – school type	n=181	n=137
State-run/funded – selective	14	18
State-run/funded – non-selective	75	74
Independent or fee-paying school – bursary	0	n<5
Independent or fee-paying school – no bursary	n<5	0
Attended school outside UK	3	n<5
Don't know	3	n<5
Prefer not to say	n<5	n<5
Other	n<5	0
Socioeconomic background – perceived lower socioeconomic background	n=180	n=135
Yes	20	10
No	62	73
Don't know	14	10
Prefer not to say	4	7

Characteristic	PCDA student officers (%)	IPLDP student officers (%)
Family member in policing	n=180	n=135
Yes	26	27
No	72	70
Prefer not to say	n<5	n<5

58. The survey findings show that PCDA and IPLDP respondents across the seven forces were similar in the following characteristics: race, sex, socioeconomic background¹³⁴ and the likelihood of having a family member in the police service. PCDA respondents tended to be younger than those on the IPLDP. IPLDP respondents had higher qualifications, were more often married and were slightly more likely to have caring responsibilities. In each case, this is likely to be in some part related to their older age profile. PCDA respondents with caring responsibilities were more often older and female.
59. It should be noted that the evaluation forces have mainly recruited into the PCDA from an existing pool of candidates, or without using targeted strategies to increase workforce diversity. Consequently, there is little difference in the demographic characteristics of those on the PCDA and the IPLDP.
60. This interim report used survey data collected at the beginning of the programme and PCDA interviews undertaken part way through the first year. As a longitudinal study, the evaluation will continue to track the experiences of those on the programme over the next three years. The second evaluation survey will give consideration to how a broader range of respondents

¹³⁴ As measured by type of school attended, highest parental qualification and whether the respondent accessed free school meals.

experience the programme and will determine how prevalent the views expressed by interviewees are across the wider PCDA cohort. The second survey will also begin to determine whether there are any differences in attitudes and behaviours between those on the PCDA and IPLDP. The survey will also continue to monitor wellbeing.

Appendix 5: Home Office Police Workforce Census entry route additions

Entry route	Notes for completing the census
Initial Police Learning and Development Programme (IPLDP)	The original route into the service, which is gradually being replaced with the three new entry routes but is still offered by some forces. Entry at constable rank.
Police Constable Degree Apprenticeship (PCDA)	An entry route that enables new recruits to join the police service on a three-year professional degree apprenticeship. Delivered through a formal collaboration between a police force and an education provider. Recruits achieve a Degree in Professional Policing Practice, formally integrated into successful completion of the apprenticeship. Entry at constable rank.
Degree-Holder Entry Programmes (DHEP)	A range of entry route programmes for degree-holders. On successful completion, recruits achieve a Level 6 Graduate Diploma in Professional Policing Practice. Entry at constable rank.
Standard DHEP	A two-year practice-based entry programme for degree-holders whose first degree can be in any subject (apart from the Degree in Professional Policing). Delivered through a formal collaboration between a force and an education provider. On successful completion, recruits achieve a Level 6 Graduate Diploma in Professional Policing Practice.

Equality impact analysis: Implementation of the new entry routes for police constables

Entry route	Notes for completing the census
Detective DHEP	As above, but providing a pathway into detective roles.
Police Now – detective programme	Degree holder programme delivered by Police Now in partnership with forces for detective constable recruitment.
Police Now – neighbourhood programme	Degree holder programme delivered by Police Now in partnership with forces for neighbourhood policing.
Pre-join Degree in Professional Policing	An initial entry route into policing that involves the completion of a three-year Degree in Professional Policing before a new officer joins the service. It may include the opportunity for the student to gain some operational competence while undertaking the degree by becoming a special constable. Entry at constable rank.
Direct Entry	Direct Entry points into the police service at the ranks of inspector and superintendent delivered by the College of Policing with forces. Recruits will be trained over 18-24 months depending on the programme.
Direct Entry Inspector	Direct Entry at inspector rank.
Direct Entry Superintendent	Direct Entry at superintendent rank.

Equality impact analysis: Implementation of the new entry routes for police constables

Entry route	Notes for completing the census
Police Community Support Officer (PCSO)	Two new PCSO entry routes have been developed – an apprenticeship and a non-apprenticeship route, each leading to a level 4 qualification.
PCSO Apprenticeship	A one-year PCSO apprenticeship delivered by a force and educational partner.
PCSO Non-Apprenticeship	Direct application, non-apprenticeship PCSO entry route.
Other	Any other entry routes not covered.

Appendix 6: Police Now data

Age

	Under 26 (%)	26 to 40 (%)	41 to 55 (%)	Over 55 (%)
Police Now – Detective Programme (NDP C1) (N=93)	27.9	68.8	3.2	0.0
Police Now – Neighbourhood Programme (N=307)	79.2	20.5	0.3	0.0

Disability

	No disability	With a disability
Police Now – Detective Programme (N=93)	100	0
Police Now – Neighbourhood Programme (N=307)	96.4	3.6

Ethnicity

	Asian (%)	Black (%)	Mixed (%)	Other (%)	Ethnic minority groups total (%)	White (%)
Police Now – Detective Programme (N=93)	2.2	2.2	5.4	0	9.7	89.2
Police Now – Neighbourhood (N=307)	11.7	0.97	4.6	2.8	17.3	81.1

Sex

	Female (%)	Male (%)
Police Now – Detective Programme (N=93)	61.3	38.7
Police Now – Neighbourhood Programme (N=307)	49.8	50.2

About the College

We're the professional body for the police service in England and Wales.

Working together with everyone in policing, we share the skills and knowledge officers and staff need to prevent crime and keep people safe.

We set the standards in policing to build and preserve public trust and we help those in policing develop the expertise needed to meet the demands of today and prepare for the challenges of the future.

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